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ABSTRACT

Providing a data basis for the planning and implementation of educational programs for migrant adults, this guide is a product of a year-long research effort which focused on the adult migrants in Pennsylvania, their educational needs and interests, the unique factors which should be considered in designing and providing educational programs and resources for these adults, and the resources and programs currently existing for this group. Data were gathered through needs assessment workshops, literature searches, and interviews. The guide is divided into four sections. Section I describes the general situation of migrants and gives State-wide recommendations for meeting their educational needs. Section II contains the English and Spanish versions of the needs assessment workshop and an explanation of the mechanics involved in gathering data. Section III presents the needs assessment data broken down into 8 geographical groupings which represent 27 counties. Data for each area has been coded, to an accompanying map, via tabs on the right side of data pages. The map highlights areas in which information was collected. Section IV contains a description of 11 APL (Adult Performance Level) materials, a 6-item APL bibliography, a 14-item migrant bibliography, a list of 12 resources for migrant educators, a list of 13 adult education publications and newsletters, a list of 99 people and organizations concerned with migrants, and a 2-item bibliography on funding. (NQ)

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THE PENNSYLVANIA MIGRANT ADULT MODEL CURRICULUM RESOURCE GUIDE

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A Needs Assessment Approach

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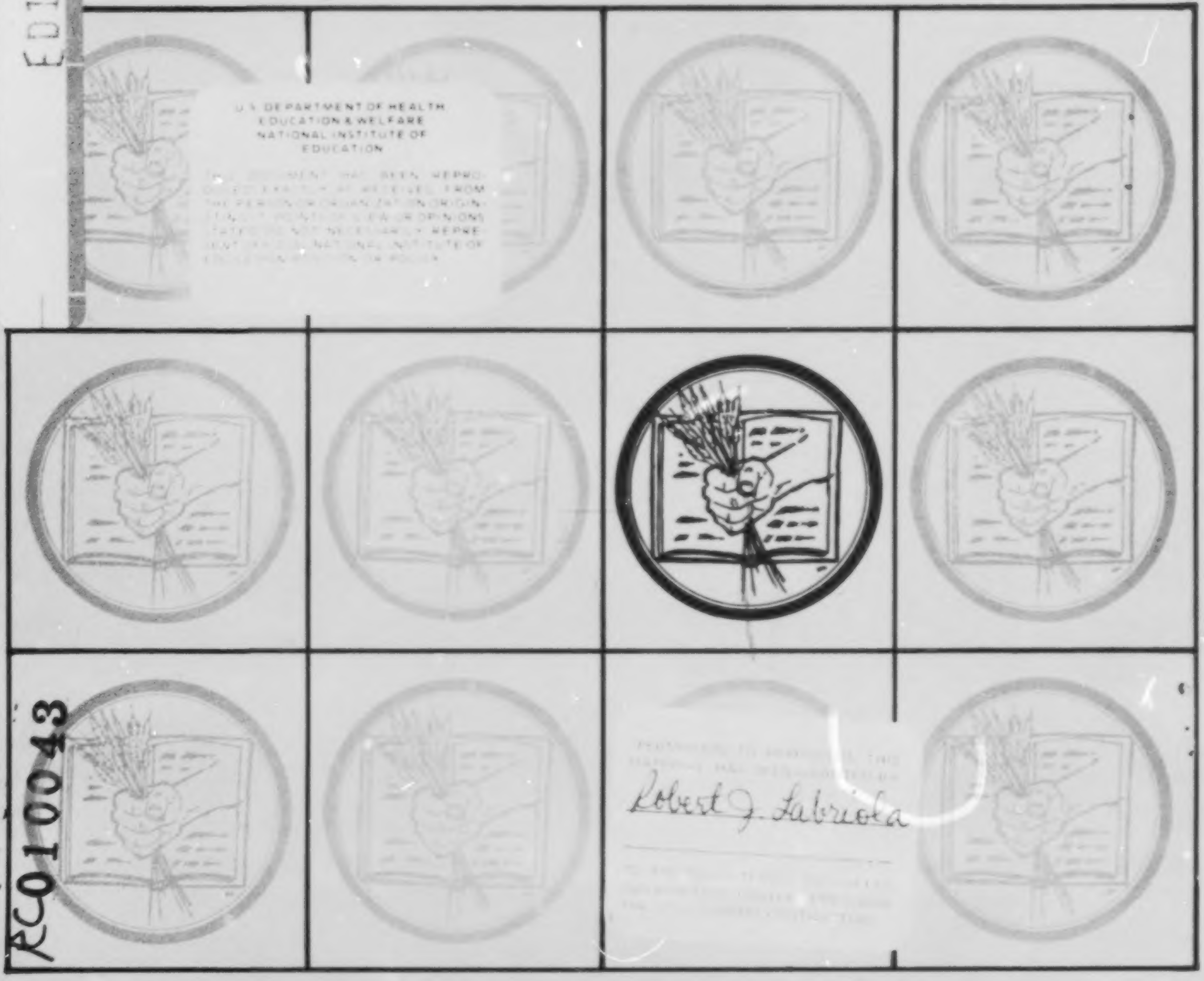

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THE PENNSYLVANIA MIGRANT ADULT MODEL
CURRICULUM RESOURCE GUIDE:
A NEEDS ASSESSMENT APPROACH

PRODUCT OF:

A 309 Federal Adult Education Special Project

AWARDED BY:

The Pennsylvania State Department of Education
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Our gratitude is also extended to people who are mentioned by name later in this guide, as contributors to the Needs Assessment Data, and to the many others who contributed to the completion of this study.

INTRODUCTION

Why This Guide?

The purpose of this curriculum resource guide is to provide a reality basis for the planning and implementation of educational programs for migrant adults. This guide is the result of a year-long research effort which has focused on the following questions:

1. Who are adult migrants in Pennsylvania?
2. Where do they live and work?
3. What are their educational needs and interests?
4. What unique factors should be considered in designing and providing educational programs and resources for these adults?
5. What resources and programs currently exist for this group?

Answers to the above questions were gathered through Needs Assessment Workshops, literature searches, and interviews. Eight geographical groupings of counties in the State were identified as having concentrations of migrants. In seven of these areas, workshops were held to systematically gather data on the questions above.

Why Educational Programs for Migrant Adults?

Adult migrant education programs are needed for the following reasons:

(1) Adult migrants have formally requested educational opportunities for themselves. Ms. Pat De Los Santos, The National Advisory Committee - Migrant Education presented a resolution on adult education at the Tenth National Migrant Education Conference (Title I ESEA Migrant Children Projects), Seattle, Washington, May 1 to 4, 1977.

(2) Increased mechanization is reducing annually, the numbers of farm workers required for the harvest season. Migrants need educational opportunities to develop the competencies required for self-sufficiency outside the migrant life.

(3) Recent research on compensatory education for disadvantaged children has shown that, unless you involved the parents in educational opportunities, the children tend to lose much of the gains developed from their own educational programs. Programs for adult migrants would complement and reinforce educational programs for migrant children It might enable parents to establish an economically more stable life style while their children are young.

What Costs?

This research has revealed that migrant adults do need and desire additional educational opportunities. Our recommendations in the following Section (I), concern the types of programs that should be established and the kind of changes that should occur in existing programs. The cost of providing adult education is not cheap; but the enactment of our recommendations will not require significant new sources of money. What is primarily needed is that existing funding sources be utilized in ways that will allow the involvement of more migrants.

Development and Use

The Pennsylvania Migrant Adult Model Curriculum Project which has produced this guide, was funded, April 1, 1976 to June 30, 1977, through a 309 Federal Adult Education Special Project grant. The grant was awarded by the Pennsylvania State Department of Education, Division of Continuing Education, to the Educational Development Center, Millersville State College, Millersville, Pennsylvania. Dr. Robert J. Labriola served as project director. Dr. Miriam Q. Williams was the curriculum specialist.

The approach to curriculum development taken by the project staff was that of needs assessment. It was quickly determined, through a literature search, at the beginning of the project, that very little information was available nationally or in the State with regard to the educational needs of or programs for migrant adults. It was then decided that the most significant contribution that this project could make was to provide a data basis on which programs and resources could be planned and implemented. The method used to collect this data could also be duplicated by other states.

The information presented in this guide is meant to be viewed as a "planning kit." Data on specific geographical groupings is presented. Educators and others who are interested in migrant adults in a particular area should study the information gathered for that area. This data will indicate: who the migrants are; what their needs are, and what programs and resources now exist. This information will indicate the types of programs that are needed. People and organizations who could assist in the development of such programs are listed in the individual geographical sections and in Section IV. The program planner now knowing the general thrust of needed services should contact these organizations and people to elicit their cooperation and aid. Also included in this "kit" are references which can aid in the identification of appropriate instructional material and funding sources for migrant adult programs.

Sequence for Use of this Guide

A suggested sequence for the use of this "planning kit" follows:

1. Read the general trends and recommendations for the State to get an idea of migrants' needs and their unique life situation (Section I).

2. Study the needs assessment data gathered on adult migrants in the specific geographical section of interest to you. (Section III)

3. Determine from this information, general parameters of needed educational programs, for example: (1) subject areas, (2) skills which should be developed, (3) places appropriate for offering programs, (4) times (hours and months) when courses should be offered and (5) probable educational levels and language of entering students. (Refer to Section II, the needs assessment workshop material for the wording of objectives and goals.)

4. Contact resource people in the area and in the State who can aid in establishing a program. The Title I ESEA Migrant Education Programs for Children staff would be an excellent resource to include in this planning. The names and addresses for Title I directors for each geographical area are listed in the needs assessment data section (Section III). They have contact with parents through the year-round children's programs and in many cases, have established Parent Involvement Counsels. It would also be good to invite representatives from the local Hispanic organization. The names of these people are in Section IV. Over one-half of Pennsylvania's provisional migrants are Hispanic.

5. Meet with migrants and other appropriate people to discuss the type of program you are considering. Get their ideas and support! Find out whether they consider your plan realistic and based on their perception of their needs.

6. Write down the specifics of the program in a proposal format.

7. Solicit funding, if necessary, through funding sources mentioned in Section IV.

8. Recruit students. Be sure to offer the program in places and at times convenient for migrants. If migrants and other appropriate organizations are involved in the final program development, effective education should result.

Organization of the Guide

Information in this guide is divided into several sections. Section I describes the general situation of migrants and gives State-wide recommendations for meeting their educational needs. Section II contains the English and Spanish versions of the needs assessment workshop and an explanation of the mechanics involved in gathering data. Section III presents the needs assessment data broken down into eight geographical groupings which represent

27 counties. Section IV contains lists of people, organizations, and resource material which can be used in program planning and implementation.

SECTION I

GENERAL SITUATION OF MIGRANTS IN PENNSYLVANIA

Who Are Migrant Adults?

The definition used by this project is that which is employed by the Title I ESEA Migrant Education Projects for Children. This definition (reworded for adults) is as follows:

A migrant is someone who has moved during the past year in order to work in agriculture, food-processing, fishing or fishery-related industries. Also considered as migrants are those people who have moved within the past five years specifically to work in the industries above, but who are now "settling out" of the migrant stream. These people generally have decided to remain in an area and seek employment there. Their children are eligible for Title I ESEA Migrant services for five years after "settling out."

There are two main types of migrants referred to in the definition above. These are:

(1) Provisional migrants - these are people who are "settling out." They did or do work in the above industries, but they no longer travel for employment. They are generally attempting to become part of a particular community by living there year-round. In Pennsylvania most provisional migrants are Hispanics from Puerto Rico. Recently some Mexican-Americans and Blacks have started to "settle-out" in the State. Many provisional migrants have found jobs in the year-round mushroom and food processing industries.

(2) Itinerant Migrants - these are people who travel from area to area following the harvesting of crops. Itinerants generally come up from the South: Florida, Puerto Rico, or Texas. At the end of the harvest season, they return to their home-bases in the South. Itinerant migrants generally have the following ethnic backgrounds: (a) those from Florida are usually Black, (b) those from Texas, Chicano (Mexican-Americans), and those from Puerto Rico, Hispanics. The majority of itinerants are Black. However, there is an increasing number of Hispanics.

Itinerant migrants may be further considered as being either interstate or intrastate migrants. Some itinerants have Pennsylvania as their "home-base" and travel within the State for work (intrastate). Others, with Pennsylvania as their home base, travel to nearby States for agricultural work (interstate). There are many interstate migrants in Erie, Crawford, and Warren counties and in the Philadelphia area. The first group work in New York State and Ohio; the second, in New Jersey. Itinerant migrants in

Pennsylvania pick vegetables and fruit, work in nurseries, and during the peak growing seasons supplement the mushroom picker work force.

Background Facts Concerning Migrant Life

For citations to sources see footnote list at end of the guidebook.

Some forty-two states depend on migrant farmworkers, to plant, cultivate or harvest agricultural products. Migrant workers pick apples in Virginia; they cultivate sugar beets in Minnesota; they harvest melons in Arizona. Often they work from sunup to sundown with little more to show for their labor than another year of survival. These workers annually leave their home base states of Texas, Florida and California and move north planting, cultivating and harvesting American food. No one really knows how many workers follow the migrant stream; the latest USDA figures put the number at 209,000. Thirty-one percent are between 14 and 17 years old; virtually all are poor.[1]

Although the impact of mechanization and crop specialization has diminished the overall demand for farm workers generally, the periodic need for such seasonal labor remains acute.[2]

The migratory farmworker performs an indispensable role in meeting the seasonal work demands of planting, cultivating, harvesting and processing our Nation's agricultural products. Highly perishable crops, such as blueberries, asparagus, or strawberries, must be harvested, and harvested within a relatively limited amount of time. Delay spells serious economic consequences.[3]

The average migrant worker earned $1,688 in 1975, and for 49 percent this was their total annual income. Beyond poverty wages, the migrant worker's life is further complicated by shabby housing, inadequate food and little or no medical care. A Senate subcommittee on Migrant Labor found infant mortality rate among migrants to be 125 percent above the national average; incidence of tuberculosis was 260 percent greater than the general population.[4]

The migratory workers (Itinerants) and their families may be away from their home base for several months out of the year. Their itinerary may span thousands of miles, many different employers, and a variety of crops. Jobs are intermittent, and slack periods with little or no earnings are common. Migratory farmworkers travel out of economic necessity, not because of preference for nomadic life. Seasonal farm activities in the southern parts of Florida, Texas and California, which are the home-base areas for the largest groups of migrants, do not provide sufficient employment and earnings. Workers depending on seasonal farm jobs must move with the crops in the hope of lengthening their periods of work and increasing their annual incomes.[5]

Like all farmworkers, migrant farmworkers suffer from the lack of labor protections. They are consistently cheated by crew leaders, overcharged for food, given shabby housing and deprived of social security deductions. Most are not covered by workers' compensation and unemployment compensation. Farm labor housing standards, occupational safety standards, crew leader registration statutes remain virtually unenforced by the Department of Labor. While the costs of nonenforcement of these laws are incalculable in terms of human suffering, this nonenforcement represents an estimated 3 billion dollars a year savings to American agriculture.[6]

Problems of America's farm workers arise uniquely from the nature of their work, low wages, seasonal work, limited coverage under protective labor legislation, increased mechanization, lack of alternative job opportunities, few marketable skills, poor education and critical health and housing needs.[7]

Migrant farmworkers continue to receive the lowest wages among the working poor. "It is a national tragedy that those who work under hardships conditions to harvest the crops can not themselves afford adequate food, clothing and health care for their families."[8]

According to the U.S. Public Health Service, the average migrant lives only to the age 49, while the average American lives to be 72 years old. A Washington State Report shows that the average Mexican-American migrant dies by the age 38.[9]

The poverty of farmworkers goes beyond sub-standard wages to include the worst housing in the country. Rural America has only one-third of the nation's population but nearly 60% of the nation's substandard housing.[10]

Some 800 to 1,000 field workers are killed and 80,000 to 90,000 are injured by pesticides annually, according to the Food and Drug Administration.[11]

In 1973, only 11% of Spanish origin farmworkers had at least some high school education. This compares with 55% of the Anglo workers and 25% of Blacks and others. Only 2% of Spanish origin farmworkers had finished high school compared with over one third of the Anglos and 13% of Blacks and other.[12]

Farmworkers in general have been found to have lower educational levels than most other major occupational groups in the Nation. Farmworkers in 1973 had little more than a grade school education with the median of 8.4 years, and thus were considerably disadvantaged when compared with all workers 25 years and over having a median education of 12.4 years.

The average educational attainment was even lower for various segments of the hired farm labor force, and particularly for those of Spanish origin. These workers 25 years of age and over attained 4.5 median years of education--only a fraction above the four-year cut off for functional illiteracy. In comparison, Blacks and others were only slightly higher with 5.8 median years and Anglo workers attained a median of 9.7 years.[13]

Relevance of Life Situation to Educational Programs

The life situation of the two types of migrants, "provisionals" and "itinerants," are quite different. The itinerant migrant's life is characterized by frequent moves, long work hours (sun-up to sun-down), dependency on crew leaders and agricultural growers, and uncertain earnings due to crop failure, weather, or lack of employment. In Pennsylvania, the average stay of an itinerant migrant is ten weeks. They then move on to the next farm within the State or out of the State.

The "provisional" migrant's life is characterized by a desire to establish a place of residence; a need to obtain year-round employment, and a wish to become part of a community.

The different life situations of these two types of migrants necessitates different approaches to the design of educational programs for them.

Programs for itinerant migrants must:

1. Be offered in migrant camps
2. Be structured to allow migrants to achieve objectives within ten weeks (or the length of their stay).
3. Be highly motivating to attract and involve the tired workers.
4. Be offered in the evenings and/or on Sundays.

The Migrant Center in Geneseo, New York has offered in-camp programs for itinerant adult migrants for approximately the last five years. They have published a guidebook for establishing and running such programs. The booklet is entitled, "Guidebook: In-Camp Education for Migrant Farmworkers." Information on obtaining a copy is listed in Section IV.

As far as we could determine, the Geneseo program is the only concentrated effort in the nation in 1976, which was aimed at meeting the educational needs of itinerant migrants. Dr. Gloria Mattera, Center Director, and Mr. Bob Lynch, Program Coordinator, sponsored a study which examined the fesibility of using a computer to transmit the educational records of adult farmworkers from State to State. This idea was shown to be feasible. It could be cost-effective if implemented through linking it to the now existent migrant student record transfer system which performs a similar service nationally for migrant children. Information on obtaining copies of this study is in Section IV.

An adult record transfer system, coupled with in-camp educational experiences would provide continuity in educational experiences for the itinerant migrant and enable these migrants to pursue educational goals. Our research, this year, has revealed that many itinerant migrants desire educational opportunities. We strongly urge that steps be taken towards establishing a program of in-camp educational programs for itinerant migrants. We further suggest that action be taken towards the adoption of an adult student record transfer system.

Programs for provisional migrants should:

1. Be offered in community centers or places of employment. It is important that they are offered in an environment

where the migrants can feel comfortable and not feel like "outsiders."

2. Provide transportation to and from the program.

3. Be scheduled at times most convenient for migrants. For the non-working wifes of provisional migrants, this would be during the day. For other provisionals, the evening would be best.

4. Be designed with consideration to cultural differences.
   Examples: (a) Some courses, such as mathematics and clothing repair and care, could be offered in Spanish.
   (b) Hispanic woman do not by tradition go out in the evenings without their mates. Classes for them would be more appropriately offered during the day.

5. Provide babysitting or an activity component for children if necessary to give the adult some learning time.

Implication of the APL-Project to Adult Migrant Education

The Adult Performance Level Project (APL Project) was funded in September 1971 by the U.S. Office of Education. The project, directed by Norvell Nerthcutt (University of Texas at Austin) had two objectives: (1) to define adult literacy in terms of competencies required to perform everyday life tasks, and (2) to assess the level of achievement of these competencies in the adult population of the continental U.S. (ages 18-65 years). The APL project referred to the competencies for everyday living as "functional competence." They defined this term to mean - the ability to use skills and knowledge needed for meeting the requirements of adult living.

Through an intensive research effort, over a four year period, the project identified five educational goals which can be considered as the "content" or "subject areas" of adult competency. These areas are: (1) consumer economics, (2) community resources, (3) occupational knowledge, (4) health, and (5) government and law. Through additional analysis, skills which are integral to accomplishing functional competency in each of these "content areas" were identified. These skills were referred to as "educational goals."

National assessments of the functional competence of the adult population was conducted in cooperation with the Opinion Research Corporation, Princetown, New Jersey. Over 7.500 adults were assessed. On the basis of this assessment data, competency levels and profiles were determined. These were associated with different levels of adult success as measured by income, job status, and education. Three levels were specified. These are:

(A) APL 1: Adults who function with difficulty. APL 1's are those adults whose mastery of competency objectives is associated with:

(1) Inadequate income of poverty level or less
(2) Inadequate education of eight years of school or fewer
(3) Unemployment or occupations of low job status

(B) APL 2: Functional Adults. APL 2's are those adults whose mastery of competency objectives is associated with:

(1) Income of more than poverty level but no discretionary income
(2) Education of nine to eleven years of school
(3) Occupations falling in medial job status range

(C) APL 3: Proficient Adults. APL 3's are those adults whose mastery of competency objectives is associated with:

(1) High levels of income or varying amounts of discretionary income
(2) High levels of education, high school completion or more
(3) High levels of job status.[14]

APL 1's are functional incompetent. APL 2's are competent, but function on a minimal level. APL 3's are proficient in their mastery of competency objectives as reflected by their income, job status, and education.

The Needs Assessment Workshop material we used, is based on the APL Project's educational goals and objectives. In each of the workshops, we presented the general background of the APL Project. At all of the workshops, there was a general consensus of opinion among the participants, that most adult migrants could be classified as APL 1's: adults who function with difficulty. It was also strongly agreed, at the conclusion of each workshop that APL educational goals (content areas) and objectives (skills) were most appropriate as a basis of instruction for adult migrants.

The approach we have taken in this project reflects our belief in the applicability of the APL Project to migrant adult learners. We strongly recommend its use as a basis for assessing needs, designing programs, and providing instruction. In Section IV, there is more information on the APL and related instructional material.

State-Wide Recommendations for Educational Programs

These recommendations are based on the needs assessment data and on comments made in interviews with migrants and professionals. They reflect the overall educational problems and needs which confront adult migrants. Specific recommendations for a geographical area of the State are contained in each area's needs assessment data (Section III). To aid in the establishment of effective migrant adult educational programs, we make the following recommendations:

1. In-Camp Educational Programs for itinerant migrants should be established in Pennsylvania. The Geneseo New York Migrant Center's Guidebook: In-Camp Education for Migrant Farmworkers could serve as a prototype for the program (see Section IV on how to obtain a copy of the guidebook). Efforts should be undertaken to explore with New York State, (Dr. Gloria Mattera, Director, Geneseo Migrant Center and Mr. Richard Bove, Chief, Bureau of Migrant Education, New York State) and with other states within the Eastern Stream, the establishment of an "Adult Student Record Transfer System." The Geneseo Center has already sponsored a study which examined the feasibility of linking an adult record transfer system to the currently operating "Migrant Student Record-Transfer System."

Funding for In-Camp Educational programs could come from two sources: (1) The Adult Education Act, Title III of Public Law 91-230, as amended, and (2) The Comprehensive Employment and Training Act (CETA): Title III, Section 303. These funds are available to all states, and could be used cooperatively to finance regional in-camps programs.

In Pennsylvania, CETA: Title III, Section 303 funds are administered by the Pennsylvania Council of Farmworders, Ms. Valerie Weiner, Director (215-433-4151). The Adult Education Act funds are administered by Mr. Clair Troy, the Adult Basic Education Section, Division of Continuing Education, Bureau of Vocational Education, in the Pennsylvania Department of Education (717-787-6178).

2. The Occupational Skills and Knowledge area was consistently high-rated as a top migrant need in the Needs Assessment Workshops. This area includes: (a) skill training for present agricultural jobs and (b) skill training for future employment outside the migrant stream. There are many programs available nationally and in Pennsylvania through which adult migrants could "theoretically" receive this training. We use "theoretically" because in reality these sources generally are not available.

Examples of theoretically available programs are: (1) local vocational and technical schools, (b) Manpower Training Programs, and (c) OIC Programs. The trouble with these programs is that adult students in order to pass entrance requirements and/or successfully complete training need to operate on an 8th to 9th grade educational level. This causes a problem for many migrants. As we stated earlier, according to 1973 research, the median years of school for Hispanic migrants is 4.5, for Black migrants, 5.8, and Anglo farmworkers, 9.7.

We suggest that the training techniques in these programs need to be examined in terms of how adults of more limited academic abilities may be served. It seems unnecessary to link academic requirements to all occupational skill training. Fields which could be offered without academic prerequisites should be identified and so offered. Additionally, Spanish-speaking instructors are needed to serve the vocational needs of Hispanic migrants.

3. According to Mr. Harry Southworth of Planning Studies in Continuing Education, The Pennsylvania State University, University Park, Pennsylvania, 425 Adult migrants attended ABE classes in the State. Funds for these classes are administered by Mr. Clair Troy, the Adult Basic Education Section, Division of Continuing Education, Pennsylvania Department of Education (717-786-6178). We recommend the following actions so that even more migrants can take part in this service:

(1) In-Camp Educational programs should be provided.
(2) Courses should be structured so that they start after the itinerant migrants have arrived in the area for the harvest and allow them to complete the instruction within the length of their stay.
(3) Classes should be designed with regard to the differences between the Anglo and Hispanic cultures.

4. Adult migrant educational programs should be based on a competency-based (skills development) approach. We recommend the use of material based on or developed by the APL Project (see foregoing section for APL description and Section IV for materials list). The needs assessment approach of our project reflected this viewpoint. The needs assessment workshop material is based on APL eductional goals and objectives. All the participants at the workshops agreed with us and highly rated the use of the APL approach for migrant adults.

5. Educational programs should focus on:

a. Helping migrants operate more comfortably within their life situation, and
b. Developing skills which will help migrants who wish to leave the stream, be self-sufficient when they do so.

6. In all geographical areas with a high concentration of migrants, there should be a Directory of Community Services. The directory should be available in English and Spanish. It should be well organized and written in easy-to-read vocabulary. It should include only those services for which migrants would have need. It should be distributed in migrant camps and in other places frequented by migrants. It should be revised yearly. Also available should be a "Service Information Line." This telephone number could be used by all community members to obtain service information and referrals. The telephone should be manned by bilingual staff.

7. Statewide, the three APL-educational goals which were most frequently rated as the most important areas of need for migrants were: (1) Occupational Skills and Knowledge, (2) Health, and (3) Community Resources. Most adult migrant classes and services should focus on these areas. The Directories of Community Services and "Service Information Lines" referred to in 6 above, would help answer the Community Resource needs.

In Section II which follows, the content of the Needs Assessment Workshop, in English and Spanish, is presented. Suggestions for use of this material are given.

SECTION II

ENGLISH AND SPANISH VERSIONS OF THE NEEDS ASSESSMENT WORKSHOP

Introduction

Information with regard to adult migrants and their specific educational needs was gathered through Needs Assessment Workshops conducted in seven geographical areas of the State. In this chapter, the format and material used during these workshops is presented. English and Spanish versions of the workshop are displayed.

There are two purposes for including this material in the curriculum: (1) In order to use the data in the following chapter, you will need to refer to this chapter to find out the wording of specific goals and objectives, and (2) The workshop material is presented so that others who wish to follow our method in gathering similar data may do so.

The basic format and material of the workshop is based on a procedure utilized in an ABE/APL Assessment Project Dissemination and Participation Reaction Workshop conducted by Planning Studies in Continuing Education, the Pennsylvania State University, University Park, Pennsylvania (Lindsay, et. al., May 21-22, 1976). Most of the educational goals and objectives are stated exactly as listed by the APL Project in Adult Functional Competency: A Summary (Northcutt, et. al., 1975). The wording of a few objectives has been changed so that the content could be stated in a less wordy way. Several objectives and one educational goal were added to the original list. This was done to more accurately reflect migrants' needs.

The educational goal, Identity In Society (number 6) was added at the suggestion of the first Needs Assessment Contributors (Sponsor: Mrs. Betty Patton, Northwest Tri-County S.U. #5, Erie, Pennsylvania, October 1976). Corresponding objectives were also added. The purpose of this goal and objectives was to reflect the fact that more than half of Pennsylvania's provisional migrants are Hispanic and probably could benefit from exposure to this content area.

The APL educational goal, Occupation Knowledge was expanded to Occupational Knowledge and Skills. Again, corresponding objectives were added. This addition was needed to more accurately assess migrants' vocational/skills training needs. It became clear to us early in the project that many migrants desired such training. Other additions to the Lindsay (1976) material included: the cover letter, agenda, profile of participants, profile of migrants, the listing of programs and resources, and the listing of ideas for meeting top priorities.

Suggestions for Conducting Workshops

Attendence at the seven Needs Assessment Workshops varied. Some gatherings were solely professionals; others solely migrants. Most however, included migrants and professionals.

Several hints are in order for others who would like to use the workshop material.

(1) The workshop works best with 6 to 12 people: one-half migrants and one-half professionals.

(2) Allow two and one-half to three hours for completion.

(3) Find out before the workshop, who can read and who can't. Also who would feel more comfortable with the Spanish or English versions.

(4) In order to form a common basis of understanding among participants, a fifteen minute slide/tape presentation on the APL Project was shown in the beginning of each workshop. This presentation, "slide/tape program" is produced by the APL Project. Information on purchasing is included in Section IV. In Pennsylvania, adult educators may borrow copies from the ADVANCE Resource Center (The Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania, 17551, (717) 872-5411, ext. 552).

(5) The workshop form, "Profile of Participants", should be filled out individually. When the workshop is completed and you are tallying your data this form is vital. It will help you to identify migrants, knowledgeable professionals, and unknowledgeable participants. On occasion, people with limited migrant experience may be invited to a workshop. Evaluation of the profile form will help you to decide whose information should be included in your data.

(6) The workshop forms, "Profile of Adult Migrants" and "Listing of Programs and Resources", are meant to be completed through group discussion and consensus. Participants at many of the workshops have commented on this as a valuable learning experience. In the interest of saving time (30 minutes), the participants may be divided with one-half completing the first form; the other half, the second. If you do this be sure there are migrants and professionals in both groups. The exchange of information and opionions is enriching. Allow 30 minutes for the completion of each workshop form. Be sure to inquire if any local service agency

has a booklet on community resources or a referral number. Arrange to obtain a copy and call the referral number to inquire if information is available in other languages.

(7) The rank ordering of APL-based "Educational Goals" and "Educational Objectives" may be done individually or in small groups. If everyone can read the workshop material, it is best done individually. If you suspect or know beforehand that the reading level is too high, then use a small group method. Assign participants to groups of 3 or 4. In each group, include someone you know, who can read and would be willing to do so. This person will read each item to his group. Each group member will then record his individual reaction to each item on his workshop forms.

It is best to ask individuals if they are willing to read the material before the workshop. Advise them of the fact that the material may be too high a reading level for other participants. In one workshop, someone suggested to his group a round-robin reading of items. This proved embarrassing to the non-readers and the one who made the suggestion.

(8) The workshop forms on which participants evaluate the "Educational Objectives" for each the six educational goals should be used as follows:

a. Explain to participants that these forms and the "Educational Goal" form require separate evaluations of the needs of itinerant migrants and provisional migrants. If you are in an area where the overwhelming majority of migrants are one or the other, the group can decide to respond only for that group, e.g., Chester County, Pa. responded only for provisional migrants.

b. The front of the "Educational Objectives" workshop form asks, for each group of migrants the following question, "Would you include this objective in a curriculum for provisional (or itinerant) migrants?" The participants are to check either "definitely", "might", or "no" in response.

c. After completing the front of each "Educational Objectives" workshop form, the right-hand side of the form should be folded to the front and pressed on the dotted line. This exposes the "Rank of Importance" rating. Participants are to use a "P" and "I" to indicate the importance of each item to itinerant and provisional migrants. Remind participants to be very "stingy" with the use of the "highest" rating. They should reserve its use for the most important items

(9) The "Ideas for Top Priorities" workshop form may be done individually or by group discussion. Use the format you have picked for the preceeding items.

(10) The "Reaction to the Workshop" workshop form should be completed individually or if necessary by the small group technique.

The seven Needs Assessment Workshops which were conducted during this project, were very well received and highly rated on the Reaction form. The suggestions above should assist others who wish to duplicate these efforts. The next section presents the Needs Assessment data.

ENGLISH VERSION
OF
NEEDS ASSESSMENT WORKSHOP

Pennsylvania Migrant Adult Model Curriculum

A 309 Federal Adult Education Special Project

DR. ROBERT J. LABRIOLA, Project Director DR. MIRIAM Q. WILLIAMS, Curriculum Specialist

Dear Participant:

The purpose of this workshop is to gather specific information on migrant adults in the State of Pennsylvania. Today, your help is sought in getting the following:

1) A description of migrant adults in your area.

2) A listing of services and programs for migrants in your area.

3) Your reaction to educational goals for migrant adults in your area.

4) Your reaction to and priority-ordering of educational objectives for migrant adults in your area.

5) Your ideas for meeting the objectives that the group has identified as top priorities for adult migrants in your area.

This workshop is being offered by Millersville State College and sponsored by your area project for migrant children. Millersville State College has received a 309 Federal Adult Education Special Project Grant to develop a Pennsylvania Migrant Adult Model Curriculum Resource Guide. The information you give us today will be in the Guide. It will be completed by June 1977. You may get a copy of the Guide by writing us at the Millersville State College Educational Development Center.

This workshop will be given to other groups throughout the State. People who will be involved will be migrants, growers, and other professionals who work with migrant children and adults.

Your help in this effort is greatly appreciated!

Sincerely,

Robert J. Labriola

Dr. Robert J. Labriola

Miriam Q. Williams

Dr. Miriam Q. Williams

/SS/

MILLERSVILLE STATE COLLEGE, MILLERSVILLE, PENNSYLVANIA 17551 (717) 872-5411, EXT. 378

WORKSHOP AGENDA

	Page	Time
INTRODUCTION: Dr. Miriam Q. Williams		5 min.
The Adult Performance Level Project: Slide/Tape Presentation		15 min.
Profile of Adult Migrants: Group Discussion		30 min.
Programs and Resources: Group Discussion		
Break		10 min.
Educational Goals: Individual rating by small group technique or individual effort		15 min.
Educational Objectives: Individual rating by small group technique or individual effort		45 min.
Ideas for Top Priorities: Group Discussion		20 min.
Reaction to Workshop: Individual Reaction		10 min.

PROFILE OF PARTICIPANTS

Name:

Home Address:

Position:

Business Address:

Business Telephone:

Migrant Experience:

PROFILE OF MIGRANT ADULTS

Sponsor:
County(ies) Surveyed:

---

1. Number of adult migrants

---

2. Who are they?

    % itinerant

    % provisional

---

3. What is predominant language?

    itinerants

    provisional

---

4. Where employed?

    itinerants

    provisional

---

5. Average educational level and language attained in?

    itinerants

    provisional

6. Average reading level and language level attained in?

itinerant

provisional

---

7. Time for education per week?

itinerant

provisional

---

8. Interest in education?

itinerant

provisional

---

9. Would adult migrant education programs be feasible in your area?

itinerant

provisional

---

10. What suggestions do you have for making programs work?

itinerant

provisional

---

11. What place would be best for offering programs?

itinerant

provisional

PROGRAMS AND RESOURCES
FOR
MIGRANT ADULTS

Sponsor:

County(ies) Surveyed:

List resource, type of service, contact person, and number.

1. Educational:

2. Recreational:

3. Health:

4. Legal:

5. Financial Assistance:

6. Spiritual:

7. Cultural:

8. Occupational/Vocational:

9. Housing:

10. Transportation:

11. Language Assistance:

12. Other:

APL EDUCATIONAL GOALS

The goals below are based on those developed by the Adult Performance Level Project, University of Texas at Austin (Northcutt, et al., 1975). Please rank these goals with respect to adult migrants in your area. Use the number 1 to indicate the educational goal of prime importance, then rank the other goals in order of importance using 6 for the least important.

	Rank of Importance to Itinerant Migrant Adults	Rank of Importance to Provisional Migrant adults
Consumer Economics: To manage a family economy and to demonstrate an awareness of sound purchasing practices.	____	____
Occupational Knowledge and Skills: To develop skills and knowledge necessary for an individual to secure employment in accordance with individual needs and interests and earn an adequate level of income.	____	____
Health: To know preventative and remedial skills that are necessary for insuring good mental and physical health for the individual and the family.	____	____
Community Resources: To know community, state, and federal resources, including transportation systems, and be able to utilize these resources in a manner that contributes toward a satisfactory mode of living.	____	____
Government and Law: To be aware of governmental functions, agencies and laws which define individual rights and obligations.	____	____
Identity in Society: To be aware of holidays, history, customs, and culture native to the individual and his family, and to expand this knowledge to include other ethnic holidays, history, customs and culture so that the individual can function comfortably in a multi-ethnic society.	____	____

EDUCATIONAL OBJECTIVES
FOR
MIGRANT ADULTS

On the following pages, objectives are listed for the six educational goals which you ranked on page 7. The objectives are based primarily on those developed by the Adult Performance Level Project (APL) (Northcutt, et al., 1975). Some new objectives have been added to more accurately assess migrants' needs.

Please read the objectives on the following pages' 9 to 19. Indicate by a check mark whether you would or would not include the objective in an educational program for migrant adults. Flip the right side of each sheet over and rank each objectives as to its importance to adult migrants. Your responses will be put together for the Adult Migrant Curriculum Guide.

EDUCATIONAL OBJECTIVES
FOR
MIGRANT ADULTS

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CONSUMER ECONOMICS

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
1. To build an oral and written vocabulary on consumer economics.	☐	☐	☐	☐	☐	☐
2. To be able to count and convert coins and currency and convert weights and measures using tables and math.	☐	☐	☐	☐	☐	☐
3. To understand the concepts of the sales tax and income tax.	☐	☐	☐	☐	☐	☐
4. To be aware of the basic principles of money management.	☐	☐	☐	☐	☐	☐
5. To use catalogs and consumer guides.	☐	☐	☐	☐	☐	☐
6. To determine the most economical places to shop.	☐	☐	☐	☐	☐	☐
7. To be aware of the principles of comparison shopping.	☐	☐	☐	☐	☐	☐
8. To know the various methods by which goods are packaged and be able to determine which method gives the best buy for the money.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
9. To be able to take advantage of sales through planning.	☐	☐	☐	☐	☐	☐
10. To be aware of advertising techniques.	☐	☐	☐	☐	☐	☐
11. To know how to order food and to tip in a restaurant.	☐	☐	☐	☐	☐	☐
12. To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.	☐	☐	☐	☐	☐	☐
13. To determine housing needs and to know how to obtain housing and utilities based on those needs.	☐	☐	☐	☐	☐	☐
14. To know how to buy and maintain a car economically.	☐	☐	☐	☐	☐	☐
15. To know basic procedures for the care and upkeep of personal possessions, such as how to sew and care for clothing, car, furniture, etc.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest Average Lowest

1 3 5

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
16. To know the various media of exchange and to be familiar with banking services in the community.	☐	☐	☐	☐	☐	☐
17. To develop an understanding of credit systems.	☐	☐	☐	☐	☐	☐
18. To be able to select the best insurance for the individual and his family.	☐	☐	☐	☐	☐	☐
19. To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims.	☐	☐	☐	☐	☐	☐
20. To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

OCCUPATIONAL SKILLS AND KNOWLEDGE

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
1. To build an oral and written vocabulary related to occupational knowledge.	☐	☐	☐	☐	☐	☐
2. To identify sources of information (e.g. radio broadcasts, newspapers, etc.) which may lead to employment.	☐	☐	☐	☐	☐	☐
3. To define occupational categories in terms of the education and job experiences required, and to know minimum requirements of given occupations.	☐	☐	☐	☐	☐	☐
4. To be aware of vocational testing and counseling services.	☐	☐	☐	☐	☐	☐
5. To understand the differences among commerical employment agencies and private employers.	☐	☐	☐	☐	☐	☐
6. To prepare for job applications and interviews.	☐	☐	☐	☐	☐	☐
7. To know standards of behavior for various types of employment.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to Indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
8. To know attributes and skills which may lead to promotion.	☐	☐	☐	☐	☐	☐
9. To understand the financial and legal aspects of employment.	☐	☐	☐	☐	☐	☐
10. To understand aspects of employment other than financial which would affect the individual's satisfation with a job.	☐	☐	☐	☐	☐	☐
11. To develop specific job skills which can widen present job responsibilities.	☐	☐	☐	☐	☐	☐
12. To develop specific job skills which can lead to other types of employment.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

HEALTH

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
1. To develop a working vocabulary related to health for accurate reporting of symptoms and following a doctor's directions in applying treatments.	☐	☐	☐	☐	☐	☐
2. To understand how basic safety measures can prevent accidents and injuries. To recognize potential hazards.	☐	☐	☐	☐	☐	☐
3. To know medical and health services in the community.	☐	☐	☐	☐	☐	☐
4. To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.	☐	☐	☐	☐	☐	☐
5. To understand the importance of family planning, and have a knowledge of both effective and ineffective methods of birth control.	☐	☐	☐	☐	☐	☐
6. To understand general child rearing practices and procedures for guarding the health and safety of a child.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
7. To understand and respond to the special health needs and concerns of the adolescent.	☐	☐	☐	☐	☐	☐
8. To understand and be able to apply good mental health and physical health preventive care and health maintenance skills.	☐	☐	☐	☐	☐	☐
9. To understand the interaction of self as a member of small groups (family, work, club, class) and to use this understanding to promote effective interpersonal coping skills.	☐	☐	☐	☐	☐	☐
10. To be able to apply first aid in emergencies and to inform proper authorities of sudden illness, various accidents or natural disasters.	☐	☐	☐	☐	☐	☐
11. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.	☐	☐	☐	☐	☐	☐
12. To understand what constitutes a proper diet and to plan nutritional meals.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
13. To understand federal control of various drugs and items for health protection.	☐	☐	☐	☐	☐	☐
14. To understand the influences of alcohol on the body and resources for help with an alcoholic problem.	☐	☐	☐	☐	☐	☐
15. To know the influence of smoking on the body.	☐	☐	☐	☐	☐	☐
16. To know the effect of different types of drugs on the body and resources for help with a drug problem.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

COMMUNITY RESOURCES

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
1. To build an oral and written vocabulary pertaining to community resources.	☐	☐	☐	☐	☐	☐
2. To know the types of services provided in the community.	☐	☐	☐	☐	☐	☐
3. To understand how and when to apply for community services.	☐	☐	☐	☐	☐	☐
4. To know various recreational services available in the community.	☐	☐	☐	☐	☐	☐
5. To be able to utilize information services of the community.	☐	☐	☐	☐	☐	☐
6. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.	☐	☐	☐	☐	☐	☐
7. To build an oral and written vocabulary of transportation terms, including car insurance terms.	☐	☐	☐	☐	☐	☐
8. To be able to recognize and utilize signs related to transportation needs.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest 1		Average 3		Lowest 5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
9. To develop a familiarity with transportation schedules, and to calculate fares.	☐	☐	☐	☐	☐	☐
10. To be able to find and utilize information facilities.	☐	☐	☐	☐	☐	☐
11. To learn the use of maps relating to travel needs.	☐	☐	☐	☐	☐	☐
12. To recognize time zone boundaries and understand concept of daylight savings time.	☐	☐	☐	☐	☐	☐
13. To know the skills that are necessary for traveling independently from one area to another.	☐	☐	☐	☐	☐	☐
14. To understand the relationship between transportation and public problems.	☐	☐	☐	☐	☐	☐
15. To understand driving regulations, including safety, courtesy, and rules for getting a driver's license.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

GOVERNMENT AND LAW

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
1. To develop a working vocabulary related to government and law.	☐	☐	☐	☐	☐	☐
2. To develop an understanding of the structure and functioning of the federal government.	☐	☐	☐	☐	☐	☐
3. To investigate the relationship between the individual citizen and the government: their rights and responsibilities of each.	☐	☐	☐	☐	☐	☐
4. To understand the relationship between the individual and the legal system.	☐	☐	☐	☐	☐	☐
5. To obtain a working knowledge of the various legal documents which all individuals need as members of U. S. society.	☐	☐	☐	☐	☐	☐
6. To obtain a working knowledge of the various documents which a migrant must have.	☐	☐	☐	☐	☐	☐
7. To explore the relationship between government services and the American tax system.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest		Average		Lowest
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

IDENTITY IN SOCIETY

	Would you include this objective in a program for provisional migrants?			Would you include this objective in a program for itinerant migrants?		
	Definitely	Might	No	Definitely	Might	No
1. To know the meaning of native holidays.	☐	☐	☐	☐	☐	☐
2. To know native history, heroes, and events.	☐	☐	☐	☐	☐	☐
3. To know native customs.	☐	☐	☐	☐	☐	☐
4. To know native culture.	☐	☐	☐	☐	☐	☐
5. To know the meaning of holidays that are not native to the individual.	☐	☐	☐	☐	☐	☐
6. To acquire an understanding of historical heroes and events not native to the individual.	☐	☐	☐	☐	☐	☐
7. To acquire a knowledge of customs not native to the individual.	☐	☐	☐	☐	☐	☐
8. To acquire a knowledge of cultures not native to the individual.	☐	☐	☐	☐	☐	☐

Rank of Importance

Use a P to indicate importance for Provisional and an I to indicate importance for Itinerant.

Highest 1		Average 3		Lowest 5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

IDEAS FOR MEETINGS
TOP PRIORITY OBJECTIVES

Objective:	Ideas:

Workshop Evaluation Scale

On the scales provided below, please circle the number which best describes your feeling.

1. The workshop was	Well Organized 1	3	Poorly Organized 5
2. The workshop objectives were	Clear 1	3	Vague 5
3. The participants's tasks were	Interesting 1	3	Dull 5
4. The supporting data on the workshop was	Understandable 1	3	Confusing 5
5. I feel that for me the workshop was	Very Beneficial 1	3	Worthless 5
6. The pace of the workshop was	Too Rapid 1	3	Too Slow 5
7. Coverage of the Adult Performance Level Project was	Satisfactory 1	3	Unsatisfactory 5
8. My understanding of the Adult Performance Level Project was	Much Improved 1	3	About the Same 5
9. I think the use of APL-Based goals and objectives in migrant education is	A Good Thing for Adult Migrant Education 1	3	A Bad Thing for Adult Migrant Education 5
10. The speaker's presentations were	Excellent 1	3	Poor 5

11. Comments:

SPANISH VERSION

NEEDS ASSESSMENT WORKSHOP

Translator:
Mrs. Lillian Recio
Secretary, Title I ESEA Migrant Program
Educational Development Center
Millersville State College
Millersville, Pa.

Pennsylvania Migrant Adult Model Curriculum

A 309 Federal Adult Education Special Project

DR. ROBERT J. LABRIOLA, Project Director
DR. MIRIAM Q. WILLIAMS, Curriculum Specialist

Estimado Participante:

El propósito de este taller es recopilar información específica de adultos migrantes en el estado de Pennsylvania. Hoy, tu ayuda es para conseguir:

1. Una descripción de los adultos migrantes en tu área.
2. Una lista de servicios y programas para migrantes en tu área.
3. Tu opinión respecto a las metas educativas para los adultos migrantes en tu área.
4. Tu reacción personal, en orden de prioridad, de los objectivos educativos para adultos migrantes en tu área.
5. Tus ideas para lograr los objectivos que el grupo a identificado de mayor prioridad para adultos migrantes en tu área.

Este taller es ofrecido por Millersville State College y auspiciado por el programa de niños migrantes de tu area. Millersville State College ha recibido una concesión de ayuda federal para un proyecto especial en la educación de adultos, llamado "309 Federal Adult Education Special Project Grant." El propósito es desarrollar una guía modelo de recursos de currículo para el programa de adultos migrantes - (Pennsylvania Migrant Adult Model Curriculum Resource Guide). La información que usted nos brinda hoy, aparecerá en la guía. Se habrá terminado para Junio de 1977. Usted puede obtener una copia escribiendonos a: Millersville State College, Educational Development Center, Stayer Research & Learning Center, Millersville, Pennsylvania 17551.

Este taller se dará a otros grupos por todo el estado de Pennsylvania Las personas que van a participar serán migrantes, productores y otros profesionales que trabajan con niños y adultos migrantes.

Su ayuda en este esfuerzo es grandemente apreciada!

Sinceramente,

Robert J. Labriola

(Dr.) Robert J. Labriola
Director, Programa de Adultos Migrantes

Miriam Q. Williams

(Dr.) Miriam Williams
Especialista de Currículo
Programa de Adultos Migrantes

/SS/

MILLERSVILLE STATE COLLEGE, MILLERSVILLE, PENNSYLVANIA 17551 (717) 872-5411, EXT. 378

CONTENIDO DEL TALLER

	Pag.	Tiempo
INTRODUCCIÓN: DR. Miriam Williams		5 min.
Programa de Adultos Migrantes: Presentación "Slide/Tape"		15 min.
Información del Adulto Migrante: Discusión de Grupo		30 min.
Programa y Recursos: Discusión de Grupo		
Intermedio		10 min.
Metas Educativas: Evaluación individual por técnicas de grupos pequeños o esfuerzo individual		15 min.
Objetivos Educativos: Evaluación individual por técnicas de grupos pequeños o esfuerzo individual		45 min.
Ideas para Prioridades: Discusión de Grupo		20 min.
Reacción al Taller: Reacción Individual		10 min.

INFORMACIÓN DEL PARTICIPANTE

Nombre:

Dirección:

Puesto que Ocupa:

Dirección:

Teléfono:

Experiencia como Migrante:

Experiencia con Migrantes:

INFORMACION DE ADULTOS MIGRANTES

Auspiciado por:

Area(s) de Servicios:

---

1. Número de Adultos Migrantes

---

2. Quiénes son ellos?
   - % transitorio
   - % provisional

---

3. Cuál es su lengua predominante?
   - transitorios?
   - provisionales?

---

4. Dónde esta empleado?
   - transitorios?
   - provisionales?

---

5. Promedio de nivel educativo y el nivel del lenguaje obtenido en:
   - transitorios?
   - provisionales?

---

6. Promedio del nivel de lectura y el nivel del lenguaje obtenido en:

transitorios?

provisionales?

7. Tiempo para la educación por semana?

transitorios?

provisionales?

8. Interes en la educación?

transitorios?

provisionales?

9. Sería factible en su área la educación para adultos migrantes?

transitorios?

provisionales?

10. Qué sugerencias tiene usted para que los programas funcionen?

transitorios?

provisionales?

11. Qué lugar sería mejor para ofrecer programas?

transitorios?

provisionales?

PROGRAMAS Y RECURSOS
PARA
ADULTOS MIGRANTES

Auspiciado por:

Area(s) de servicios:

Mencione recursos, tipos de servicios, persona a comunicarse y número de teléfono.

---

1. Educativo:

---

2. Recreativo:

---

3. Salud:

---

4. Legal:

---

5. Ayuda Financiera:

---

6. Espiritual:

---

7. Cultural:

8. Ocupacional/Vocacional:

9. Vivienda:

10. Transportación:

11. Ayuda en el Lenguaje:

12. Otra(s):

METAS EDUCATIVAS DEL PROGRAMA DE ADULTOS MIGRANTES

Las metas que vamos a mencionar son basadas en el desarrollo del Programa de Adultos Migrantes, Universidad de Texas, Austin. Favor de evaluar estas metas de acuerdo a los migrantes adultos de su área. Use el número "1" para indicar la meta educativa de mayor importancia y luego evalue las demás en orden de importancia, usando el número "6" para la menos importante.

	Rango de Importancia para Adultos Migrantes Transitorios	Rango de Importancia para Adultos Migrantes Provisionales
Economía del Consumidor: Administrar la economía de la familia y demostrar los conocimientos de saber comprar.	________	________
Conocimiento y Destrezas Ocupacionales: Desarrollar destrezas y conocimientos necesarios para que el individuo consiga empleo de acuerdo a sus necesidades e interes y que tenga un ingreso adecuado.	________	________
Salud: Aprender medios preventivos que son necesarios para asegurarnos de una buena salud mental y física del individuo y la familia.	________	________
Recursos de la Comunidad: Conocer los recursos federales, de la comunidad y el estado y los sistemas de transportación; y utilizarlos de una forma que contribuyan al mejor modo de vida.	________	________
Gobierno y Leyes: Conocer las funciones gubernamentales, agencias y leyes que definen los derechos y obligaciones del individuo.	________	________
Identidad en la Sociedad: Conocer los días festivos, historia, costumbres y la cultura nativa del individuo y su familia. Expandir estos conocimientos para incluir otros días festivos, historia, costumbres y cultura de otros lugares para que el individuo pueda funcionar conforme a la sociedad de varias culturas.	________	________

OBJETIVOS EDUCATIVOS
PARA
ADULTOS MIGRANTES

En las siguientes páginas, se mencionan objetivos para las seis metas educativas que usted evaluó en la página número 7. Los objetivos estan basados primordialmente en aquellos desarrollados por el Programa de Adultos Migrantes. (Northcutt, et. al., 1975) Se han añadido nuevos objetivos para definir correctamente las necesidades de los migrantes.

Favor de leer los objetivos en las páginas número 9 al 19. Indique con una cruz si usted incluiría el objetivo en un programa educativo para adultos migrantes. Doble el lado derecho de cada página y evalue cada objetivo según la importancia para los adultos migrantes. Sus respuestas serán recopiladas para la guía de currículo de adultos migrantes (Adult Migrant Curriculum Guide).

ECONOMIA DEL CONSUMIDOR

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Defini-tivamente	Quizás	No	Defini-tivamente	Quizás	No
1. Desarrollar un vocabulario oral y escrito respecto a la economía del consumidor	☐	☐	☐	☐	☐	☐
2. Poder contar y cambiar el valor monetario y convertir el peso y las medidas usando tablas de matemática	☐	☐	☐	☐	☐	☐
3. Entender los conceptos de venta y contribución de ingresos.	☐	☐	☐	☐	☐	☐
4. Conocer los principios básicos de la administración del dinero.	☐	☐	☐	☐	☐	☐
5. Usar catálogos y guías del consumidor.	☐	☐	☐	☐	☐	☐
6. Determinar los sitios más económicos para comprar.	☐	☐	☐	☐	☐	☐
7. Conocer el método de la comparación de precios al comprar.	☐	☐	☐	☐	☐	☐
8. Saber varios métodos del empacado de alimentos y saber determinar cúal método sería la mejor compra.	☐	☐	☐	☐	☐	☐
9. Poder tomar ventajas de las ventas a traves de la planificación.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

1 Alto		3 Promedio		5 Bajo
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
10. Conocer las técnicas de los anuncios.	☐	☐	☐	☐	☐	☐
11. Saber como ordenar comida y dar propina en un restaurante.	☐	☐	☐	☐	☐	☐
12. Conocer diferentes tiendas donde se puedan comprar artículos del hogar y saber determinar la mejor compra por los artículos esenciales y los artículos de lujo, de acuerdo a las necesidades y recursos del individuo.	☐	☐	☐	☐	☐	☐
13. Determinar las necesidades del hogar y saber como obtener una casa y sus utilidades de acuerdo a esas necesidades.	☐	☐	☐	☐	☐	☐
14. Saber como comprar y mantener un carro económicamente.	☐	☐	☐	☐	☐	☐
15. Saber procedimientos básicos para el cuidado y mantenimiento de las pertenencias personales, tales como: coser, cuidado de la ropa, el carro, los muebles, etc.	☐	☐	☐	☐	☐	☐
16. Conocer los tipos de intercambio y familiarizarse con los servicios bancarios en la comunidad.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

1 Alto		3 Promedio		5 Bajo
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
17. Desarrollar conocimientos de los sistemas de crédito.	☐	☐	☐	☐	☐	☐
18. Poder seleccionar el mejor tipo de seguro para el individuo y su familia.	☐	☐	☐	☐	☐	☐
19. Conocer los recursos accesibles para el consumidor en caso de que exista engaño y/o fraude en los productos o servicios que reclame.	☐	☐	☐	☐	☐	☐
20. Entender el concepto del consumidor; por ejemplo: recursos del mundo y reconocer que cada patron del consumidor afecta el bienestar del mundo en general.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" Para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

1 Alto		3 Promedio		5 Bajo
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

CONOCIMIENTOS Y DESTREZAS OCUPACIONALES

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
1. Desarrollar un vocabulario oral y escrito relacionado con los conocimientos ocupacionales.	☐	☐	☐	☐	☐	☐
2. Identificar medios de información (e.g. estaciones de radio, periódicos, etc.) que ayuden a conseguir empleo.	☐	☐	☐	☐	☐	☐
3. Definir categorias ocupacionales en términos de la educación y experiencia de trabajo; y conocer los requisitos mínimos del empleo.	☐	☐	☐	☐	☐	☐
4. Conocer los servicios de consejería y exámenes vocacionales.	☐	☐	☐	☐	☐	☐
5. Entender las diferencias entre las agencias comerciales de empleo y las empresas privadas.	☐	☐	☐	☐	☐	☐
6. Prepararse para solicitar empleos y entrevistas.	☐	☐	☐	☐	☐	☐
7. Saber el modo de proceder de los diferentes tipos de empleo.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

Alto 1		Promedio 3		Bajo 5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
8. Saber los atributos y destrezas que lo ayuden a conseguir un ascenso.	☐	☐	☐	☐	☐	☐
9. Entender los aspectos financieros y legales de empleo.	☐	☐	☐	☐	☐	☐
10. Entender los aspectos de empleo además, de los aspectos financieros que puedan afectar a la satisfacción personal del individuo en su trabajo.	☐	☐	☐	☐	☐	☐
11. Desarrollar destrezas específicas que puedan aumentar las responsabilidades del trabajo actual.	☐	☐	☐	☐	☐	☐
12. Desarrollar destrezas específicas que le consigan otro tipo de empleo.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

1 Alto		3 Promedio		5 Bajo
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

SALUD

	¿Incluiría usted este objetivo en un programa para migrantes provisionales?			¿Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
1. Desarrollar un vocabulario relacionado con la salud para que los reportes de síntomas sean precisos y sigan las instrucciones al emplear tratamientos.	☐	☐	☐	☐	☐	☐
2. Entender como los medios de seguridad pueden prevenir accidentes y daños. Reconocer el peligro.	☐	☐	☐	☐	☐	☐
3. Saber los servicios médicos y de salud en la comunidad.	☐	☐	☐	☐	☐	☐
4. Entender las influencias físicas y sicológicas de la preñez, así como la necesidad del cuidado prenatal	☐	☐	☐	☐	☐	☐
5. Entender la importancia de la planificación familiar, y tener un conocimiento de los métodos que son efectivos y los que no son efectivos en el control de la natalidad.	☐	☐	☐	☐	☐	☐
6. Entender las prácticas generales del crecimiento de los niños y los procesos para cuidar la salud y la seguridad del niño.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

Alto 1		Promedio 3		Bajo 5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Incluiría usted este objetivo en un programa para migrantes provisionnales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
7. Entender y responder a las necesidades especiales de la salud y los intereses del adolescente.	☐	☐	☐	☐	☐	☐
8. Entender y poder aplicar servicios preventivos y destrezas de mantenimiento en la salud mental y física.	☐	☐	☐	☐	☐	☐
9. Entender la interacción de sí mismo como miembro de grupos pequeños (familia, trabajo, club, clase). Usar este entendimiento para promover la efectividad de las relaciones entre personas y la habilidad de aceptar a otros.	☐	☐	☐	☐	☐	☐
10. Poder brindar primera ayuda en emergencias e informar a las autoridades correspondientes de la enfermedad, tipos de accidentes o desastres.	☐	☐	☐	☐	☐	☐
11. Planificar para obtener un seguro médico y conocer los medios financieros disponibles para problemas médicos o la salud en general.	☐	☐	☐	☐	☐	☐
12. Entender que constituye una dieta balanceada y planificar comidas nutritivas.						

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importanica para Transitorio.

1 Alto		3 Promedio		5 Bajo
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
13. Entender el control federal de algunas medicinas y artículos para la protección de la salud.	☐	☐	☐	☐	☐	☐
14. Entender los efectos del alcóhol en el cuerpo y los recursos de ayuda para con un alcóholico.	☐	☐	☐	☐	☐	☐
15. Saber los efectos del fumar en el cuerpo.	☐	☐	☐	☐	☐	☐
16. Saber los efectos de los diferentes tipos de drogas en el cuerpo y recursos para ayudar en estos problemas.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

Alto		Promedio		Bajo
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

RECURSOS EN LA COMUNIDAD

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
1. Desarrollar un vocabulario oral y escrito perteneciente a los recursos de la comunidad.	☐	☐	☐	☐	☐	☐
2. Conocer los tipos de servicios que ofrecen en la comunidad.	☐	☐	☐	☐	☐	☐
3. Entender como y cuando solicitar los servicios de la comunidad.	☐	☐	☐	☐	☐	☐
4. Conocer los diferentes servicios recreativos accesibles en la comunidad.	☐	☐	☐	☐	☐	☐
5. Poder utilizar los servicios de información de la comunidad.	☐	☐	☐	☐	☐	☐
6. Conocer a las personas y a las agencias en la comunidad que trabajan para anotar y tomar acción respecto a las querellas de los ciudadanos.	☐	☐	☐	☐	☐	☐
7. Desarrollar un vocabulario oral y escrito de los términos de la transportación, incluyendo pólizas de seguros para carros.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio

Alto 1		Promedio 3		Bajo 5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
8. Poder reconocer y utilizar las señales que se relacionan con las necesidades de la transportación.	☐	☐	☐	☐	☐	☐
9. Desarrollar familiaridad con los horarios y tarifas de la transportación.	☐	☐	☐	☐	☐	☐
10. Poder encontrar y utilizar las facilidades de información.	☐	☐	☐	☐	☐	☐
11. Aprender el uso de mapas para las necesidades de viaje	☐	☐	☐	☐	☐	☐
12. Reconocer las zonas de tiempo y entender el concepto de la hora oficial.	☐	☐	☐	☐	☐	☐
13. Saber las destrezas necesarias para viajar independientemente de un área a otra.	☐	☐	☐	☐	☐	☐
14. Entender la relación entre la transportación y los problemas del público.	☐	☐	☐	☐	☐	☐
15. Entender las reglas del manejo incluyendo seguridad, cortesia y reglamento para obtener una lice[illegible]ia de conducir.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio

Alto		Promedio		Bajo
1		3		5
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

GOBIERNO Y LEYES

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
1. Desarrollar un vocabulario relacionado a las leyes y el gobierno.	☐	☐	☐	☐	☐	☐
2. Desarrollar el entendimiento de la estructura y funcionamiento del gobierno federal.	☐	☐	☐	☐	☐	☐
3. Investigar las relaciones entre el ciudadano y el gobierno: sus derechos y las responsabilidades de cada uno.	☐	☐	☐	☐	☐	☐
4. Entender la relación entre el individuo y el sistema legal.	☐	☐	☐	☐	☐	☐
5. Obtener un conocimiento efectivo de los diferentes documentos legales que toda persona necesita como miembro de la sociedad de E.U.	☐	☐	☐	☐	☐	☐
6. Obtener conocimiento de los diferentes documentos que un migrante debe tener.	☐	☐	☐	☐	☐	☐
7. Explorar la relación entre los servicios del gobierno y el sistema americano de impuestos.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

1 Alto		3 Promedio		5 Bajo
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

IDENTIDAD EN LA SOCIEDAD

	Incluiría usted este objetivo en un programa para migrantes provisionales?			Incluiría usted este objetivo en un programa para migrantes transitorios?		
	Definitivamente	Quizás	No	Definitivamente	Quizás	No
1. Saber el significado de los días festivos nativos.	☐	☐	☐	☐	☐	☐
2. Saber la historia nativa, los héroes y eventos.	☐	☐	☐	☐	☐	☐
3. Saber las costumbres nativas.	☐	☐	☐	☐	☐	☐
4. Saber la cultura nativa.	☐	☐	☐	☐	☐	☐
5. Saber el significado de los días festivos que no son nativos para la persona.	☐	☐	☐	☐	☐	☐
6. Adquirir conocimiento de los héroes históricos y los eventos que no son nativos para la persona.	☐	☐	☐	☐	☐	☐
7. Adquirir conocimiento de las costumbres que no son nativas para la persona.	☐	☐	☐	☐	☐	☐
8. Adquirir conocimiento de la cultura que no es nativa para la persona.	☐	☐	☐	☐	☐	☐

Rango de Importancia

Use "P" para indicar la importancia para Provisional y "T" para indicar la importancia para Transitorio.

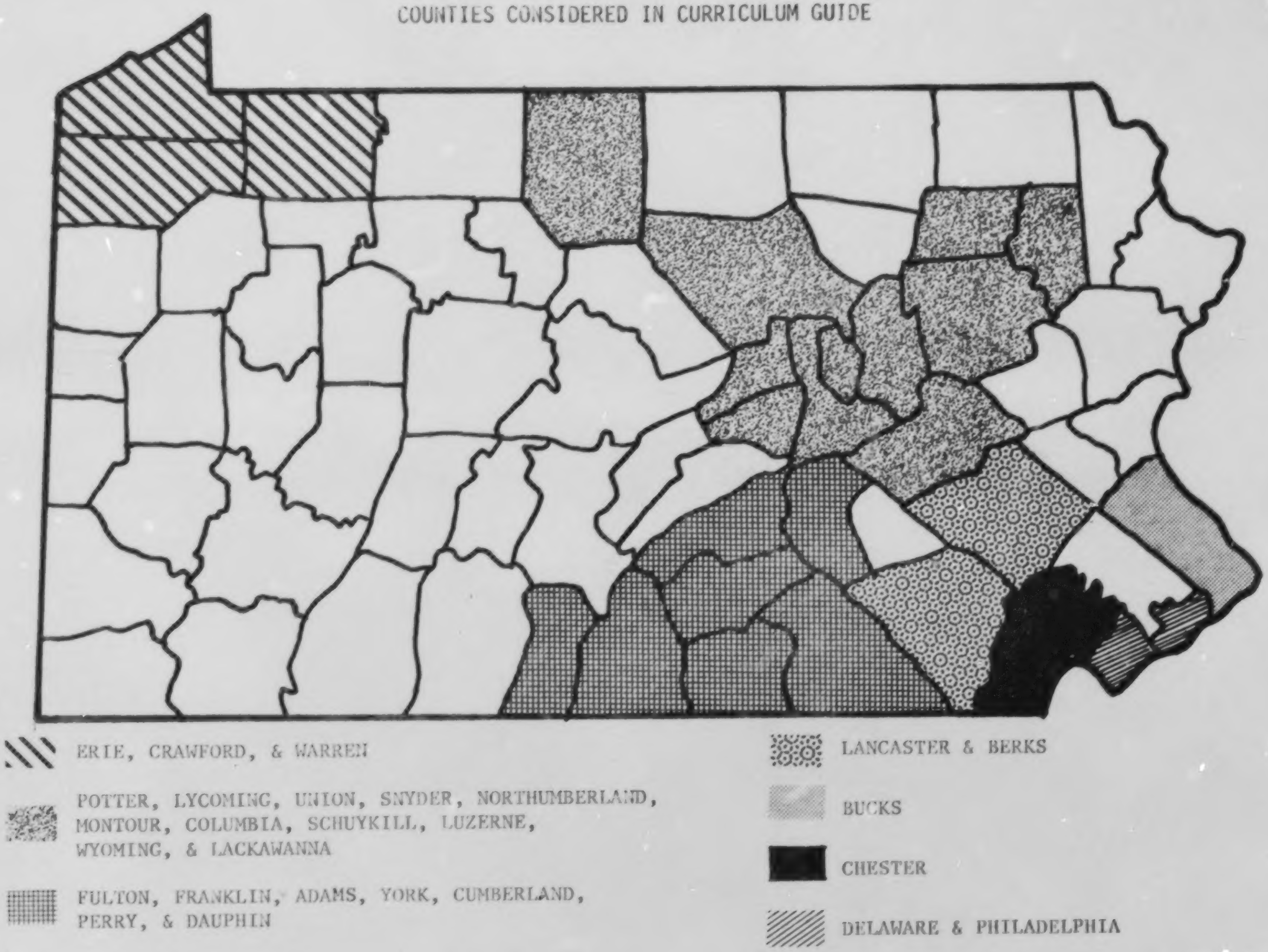
Alto 1		3		
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

IDEAS PARA REUNIONES

OBJETIVOS DE PRIORIDAD

Objectivos	Ideas

COUNTIES CONSIDERED IN CURRICULUM GUIDE


▧ ERIE, CRAWFORD, & WARREN
▒ POTTER, LYCOMING, UNION, SNYDER, NORTHUMBERLAND, MONTOUR, COLUMBIA, SCHUYKILL, LUZERNE, WYOMING, & LACKAWANNA
▦ FULTON, FRANKLIN, ADAMS, YORK, CUMBERLAND, PERRY, & DAUPHIN
◎ LANCASTER & BERKS
░ BUCKS
■ CHESTER
▨ DELAWARE & PHILADELPHIA

SECTION III

NEEDS ASSESSMENT DATA

Introduction

In this section of the guide, needs assessment data for eight geographical areas of the State is presented. Data for each area has been coded, to the accompanying map, via tabs on the right side of data pages. The map highlights areas in which information was collected.

Explanation of Needs Assessment Data Sections

A. Profile of Migrants

The "Profile of Migrants" presents the Needs Assessment Group's consensus of opinion with regard to migrant adults in a particular area. A glance at the "Profiles" will reveal that migrant populations vary from area to area. For example, in Chester County, there 12,000 provisional migrants and very few itinerants. While in the area served by Susquehanna Human Services (an eleven county area), there are 700 itinerants and very few provisionals.

It should be noted that the information in the "Profiles" has not been validated. Tests have not been administered to determine reading or language levels. Figures on the number of migrants in an area are group estimates. In most cases, the numbers, percentages, and other information agreed with that available through other sources. Where there has been a disagreement, both sources are given.

B. Programs and Resources for Migrant Adults

This data section presents a listing of programs and resources which are available to adult migrants in a geographical area. Knowledge of this should give program planners an idea of the resources upon which they could draw. The availability of services varies greatly from area to area.

In some geographical areas, a directory of services is available. Where we were made aware of this it was so noted. We urge educators in areas where directories are not available to compile one. Knowledge of community resources was a high-rated need of migrants.

C. Educational Strategies

The "Educational Strategies" data form contains comments made by Needs Assessment contributors during discussions on educational techniques and migrants' needs.

D. Rating of APL-Based Educational Goals

This data form presents the priority-ranks of APL-based educational goals. In some areas, ranking was completed by migrants and professionals.

When this has occurred three ratings are shown on the form. These are: (1) combination, (2) migrant, and (3) professional. The rank-order of these goals indicates the consensus of opinion as to the relative importance of these content areas to the life of migrants. Separate ratings for provisional and itinerant migrants are shown.

For the sake of brevity, educational goals and objectives are numbered on the data forms. Please refer to the workshop material in Section II for the complete wording of goals and objectives.

Also shown on this data form, are percentages (%) of objectives (skills) within each educational goal (content area) which were picked as ones which should definitely be included in educational programs for migrant adults. It is interesting to note that some goals ranked as top priorities have low percentages of skills which should definitely be taught. These percentages give an idea of the number of skills which must be mastered within subject area.

A compilation of all the data gathered by this project has revealed the following educational goals (or content areas) as the three most important: (1) Occupational Skills and Knowledge, (2) Community Resources, and (3) Health. The three areas most consistently ranked as least important were: (1) Consumer Economics, (2) Government and Law, and (3) Identity in Society. This latter one was most often ranked as 6th, the least important.

Below is a compilation of this data for the eight geographical areas. Please note, that although it is interesting to know State-wide trends, it is more important in program planning to use a specific geographical area's data as presented in the following geographical sections.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	4.5	42	4.5	47	4.5	37
2. Occupational S&K	1.5	71	2	78	1	63
3. Health	3	68	3	61	3	74
4. Community Resources	1.5	60	1	60	2	59
5. Government & Law	4.5	53	4.5	66	4.5	41
6. Identity in Society	6	22	6	25	6	18

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	5.5	11	4.5	3	4	19
2. Occupational S&K	2.5	37	3	31	1	42
3. Health	1	53	2	67	2	39
4. Community Resources	2.5	53	1	73	3	32
5. Government & Law	5.5	47	4.5	71	5	22
6. Identity in Society	6	12	6	13	6	10

E. Rating of APL-Based Educational Objectives

The "Objectives Rating" data forms presents migrants' and professionals' rating of 78 educational objectives which represent the subcomponent skills of the six educational goals.

Each objective was rated twice. The first rating answered the question, "Would you include this objective in a curriculum for provisional (or itinerant) migrants?" Rating choices were: (a) definitely, (b) might, and (c) no. The second rating answered this question,"(What is the) Importance of this objective for provisional (or itinerant) migrants?" Choices were: (a) highest, (b) above average, (c) average, (d) below average, and (e) lowest.

Planners of adult migrant programs can use the rating information to select the skills (objectives) which by consensus have been designated as those which should definitely be taught. Other objectives which should be given a high priority for inclusion in programs are those rated as "might" with a "highest," "above average" or "average" importance ranking.

"Might" as an answer usually reflected the groups' opinion that some migrants might need the skills, while others might not. Again, we would like to emphasize that migrants should be involved in program planning. Additionally, instructional opportunities should be designed to allow each migrant adult student to have a "say" in picking the skills most important to him.

Summary

The data gathered through the Needs Assessment Workshops is presented in this section. Each geographical area is color coded to the map included in this section. The areas are presented in the following order:

1. Erie, Crawford, and Warren Counties
2. Columbia, Montour, Northumberland, Synder, Union, Potter, Lycoming, Wyoming, Lackawanna, Luzerne, and Monroe Counties
3. Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin Counties
4. Chester County
5. Philadelphia and Delaware Counties
6. Lancaster County
7. Berks County
8. Bucks County

ERIE, CRAWFORD, AND WARREN COUNTIES

A. GENERAL DESCRIPTION

The source of the following description of this geographical area is the State Annual Evaluation Report for Migrant Programs in Pennsylvania (Inskip, 1976, pg. 60).

> During the 1975-76 school year, utilizing a funding grant from the Title I ESEA Pennsylvania Migrant Children Educational Program, the Northwest Tri-County Intermediate Unit conducted an intensive identification of migrant students residing in and around the Erie County area.
>
> The identification process revealed some unique characteristics in the migrant population. While the Eastern Stream migrant worker does come into the area during the spring and fall for planting and harvesting, the majority of the migrants reside in Erie and work in Ohio, Pennsylvania, and New York states during the growing season. At the end of the growing season these workers return to Erie and the majority of them live on welfare during the winter.
>
> There also appears to be a rapidly growing influx of migrant workers whose previous home base was New York. Again, most of these individuals are on welfare and it can be reasonably assumed that the increased immigration is due to the financial difficulties being experienced in the large metropolitan areas.
>
> The majority of the representative migrant population is Puerto Rican and is beset with all the difficulties experienced by non-English speaking individuals; however, it seems their difficulties are compounded by extreme poverty and illiteracy.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

Northwest Tri-County Intermediate Unit Project

Administrator of Grant: T. James Peters
Compensatory Education Specialist
252 Waterford Street
Edinboro, Pennsylvania 16412

Project Coordinator: Betty Patton
252 Waterford Street
Edinboro, Pennsylvania 16412

C. CONTRIBUTORS TO NEEDS ASSESSMENT INFORMATION

Sponsor of Workshop: Mrs. Betty Patton, Northwest Tri-County I.U. #5

Counties Surveyed: Erie, Crawford, and Warren

List of Contributors

Ms. Betty Patton	Northwest Tri-County I.U. #5 Migrant Program Developer and Coordinator	Professional
Mr. Victor M. Vidal	Migrant Coordinator Northwest Tri-County I.U. #5	Professional
Mrs. Daisy Montalbain	Hispanic American Council Social Worker	Professional
Ms. Angela Rodriques	Hispanic American Council Outreach Worker for Migrants	Professional
Mr. David Edwards	Migrant Worker	Migrant

D. PROFILE OF MIRGRANT ADULTS

Sponsor: Mrs. Betty Patton, Northwest Tri-County Intermediate Unit #5

County(ies) Surveyed: Crawford, Erie and Warren

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1. Number of Adult Migrants

250 adults - most are provisional

Itinerant migrants come in September to November

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2. Who are they?

1/3% itinerant - Mostly Blacks from Florida and Mexican-Americans from Texas (2 months). Some Puerto Ricans.

% provisional - Puerto Ricans--area is home-based on off-season

Interstate 1/3--Go from state to state on seasonal basis.
Intrastate 1/3--Have area as home base. Travel to close states for work.
Provisional 1/3--Live and work in area.

---

3. What is predominant language? Spanish

itinerants Spanish

provisional Spanish

---

4. Where employed? Grapes, Nurseries and Vegetables

itinerants Orchards, potatoes, cabbage, cherries, peaches, grapes

provisional Same as above also at year-round vineyards and nurseries.

---

5. Average educational level and language attained in?

itinerants
provisional
3rd to 4th grade maximum, Spanish.

6. Average reading level and language level attained in?

itinerants	Mexican-Americans approximately 5th to 6th grade. Southern Blacks approximately 5th to 6th grade.
provisional	Puerto Rican males, approximately 3rd grade in Spanish, Puerto Rican females, approximately 4th grade in Spanish. Both on primary level in English reading.

---

7. Time for education per week?

itinerant	Interstate 3 nights/2 hours, maximum Intrastate 3 nights/2 hours, maximum
provisional	9 hours per week, maximum

---

8. Interest in Education?

itinerant	Less interested than provisionals. Perhaps only 5% are currently interested.
provisional	Depends on what is offered. Must be highly motivating.

---

9. Would adult migrant education programs be feasible in your area?

itinerants	yes
provisional	yes

---

10. What suggestions do you have for making programs work?

itinerants	Offer very practical program Provide instruction in camps
provisional	Go to the migrants Provide transportation if necessary Make programs highly motivating--action-oriented entertaining.

---

11. What place would be best for offering programs?

itinerant	In camps
provisional	

E. PROGRAMS AND RESOURCES FOR MIGRANT ADULTS

Sponsor: Mrs. Betty Patton, Northwest Tri-County Intermediate Unit #5

County(ies) Surveyed: Crawford, Erie and Warren

List resource, type of service, contact person, and number.

1. Educational:

   Adult: OIC-ESL w/Basic Ed and Vocational
   Erie School District--Basic Ed.--ESL at Garfield School
   Vocational (nights) at Twin Tech
   Mercyhurst College--Special Classes--Job Scholoarships
   Hispanic-American Council--Adult ESL
   All Colleges

2. Recreational:

   Booker T. Washington Center
   J.F. Kennedy Center--for Blacks
   Hispanic Society--St. Martin's Center every Saturday night
   Hispanic Council--Week-end baseball
   I.U. #5--Dinners, etc. for community development and involvement

3. Health:

   Minority Health Educational Delivery System--Agnes Priscara
   NATO
   Booker T. Washington--Free clinics
   John F. Kennedy Center--Free clinics

4. Legal:

   Public Defender
   Hispanic Council--Interpreters--Notary Public Services
   Martin Luther King's Center for first offenders
   Legal Services--James Montero
   Drug and Alcohol Center at Hamot Hospital and St. Vincents

5. Financial Assistance:

GECAC--Migrant Emergency Assistance
St. Martin's Center--Emergency Food Services
J.F. Kennedy Center--Emergency Food Services
Salvation Army

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6. Spiritual:

Spanish Apostolate--St. Patrick's Church
Penecostal Church--Reverend Velez
Inter-Church Ministries
St. Martin's--Father Olawin

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7. Cultural:

International Institute
Martin Luther King Center
I.U. Summer Program--bilingual/bicultural
Latin Rhythms Radio Program
WQLN-TV

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8. Occupational-Vocational:

OIC-Vocational
Erie School District--Twin Tech
Mercyhurst--Teacher aids, security guards
Erie County Vo-Tech--No programs now but has expressed willingness to develop special programs and go to camps if necessary
Inter-Church Ministries--Project Equality

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9. Housing:

Erie Housing Authority (under pressure)
Rent-a-Home (questionable)
GECAC--Emergency rental and relocation money

---

10. Transportation:

GECAC--Regular scheduled routes (vans)
Hispanic American Council (Social Services)
MHEDS--Medically related trips

11. Language Assistance:

Hispanic-American Council-interpreters
Legal services
MHEDS

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12. Other:

Social: Church Women United
Inter-Church Ministeries

Funeral and Counseling: American-Hispanic Council

Clothing: MHEDS
I.U. #5
St. Martin's Center

Children: Summer Enrichment Program--Grades 1-6 by I.U. #5
"Reaching Outward" career ladder program for teenage youth--I.U. #5
Hispanic Council--Head Start
Erie School District--ESL classes at Twin Tech
GECAC--Head Start

County Surveyed: Crawford, Erie and Warren

F. RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	5	38	4	50	5	25
2. Occupational S&K	1.5	88	1	100	1.5	75
3. Health	3	66	3	63	4	69
4. Community Resources	1.5	80	2	73	1.5	87
5. Government & Law	4	86	5	71	3	100
6. Identity in Society	Not ranked -	The educational goal and objectives were suggested by this group.				

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	4	8	4	5	3.5	10
2. Occupational S&K	5	18	5	20	3.5	16
3. Health	1	38	2	50	1	25
4. Community Resources	3	47	1	73	5	20
5. Government & Law	2	61	3	71	2	50
6. Identity in Society	Not ranked -	The educational goal and objectives were suggested by this group.				

Counties: Crawford, Erie, and Warren

G. MIGRANT EVALUATION OF APL-BASED EDUCATIONAL OBJECTIVES

1. Migrant Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	no	no	lowest	lowest
2	might	no	highest	highest
3	definitely	might	highest	highest
4	definitely	no	average	average
5	definitely	no	average	average
6	definitely	no	average	average
7	definitely	no	average	lowest
8	no	no	lowest	lowest
9	no	no	average	average
10	definitely	no	highest	average
11	no	no	lowest	lowest
12	definitely	no	highest	lowest
13	might	no	lowest	lowest
14	definitely	no	lowest	lowest
15	no	no	lowest	lowest
16	might	no	lowest	lowest
17	no	no	lowest	lowest
18	definitely	definitely	highest	highest
19	definitely	no	lowest	highest
20	no	no	lowest	lowest

Counties: Crawford, Erie and Warren

2. Migrant Rating of Occupational Skills and Knowledge Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	no	highest	highest
2	definitely	definitely	highest	highest
3	definitely	definitely	highest	highest
4	definitely	definitely	highest	highest
5	definitely	definitely	highest	highest
6	definitely	definitely	highest	highest
7	definitely	definitely	highest	highest
8	definitely	no	highest	average
9	definitely	no	highest	average
10	definitely	no	highest	average
11	definitely	no	highest	average
12	definitely	no	highest	average

Counties: Crawford, Erie, and Warren

3. Migrant Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	might	average	average
2	definitely	no	highest	highest
3	definitely	definitely	highest	highest
4	definitely	definitely	highest	highest
5	definitely	definitely	highest	highest
6	no	no	lowest	lowest
7	no	no	lowest	lowest
8	definitely	definitely	highest	highest
9	no	no	lowest	lowest
10	definitely	definitely	highest	highest
11	definitely	definitely	highest	highest
12	definitely	definitely	highest	highest
13	no	no	average	average
14	definitely	definitely	highest	highest
15	no	no	lowest	lowest
16	no	no	average	average

Counties: Crawford, Erie and Warren

4. Migrant Rating of Community Resources Objective

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	definitely	definitely	highest	highest
3	definitely	definitely	highest	highest
4	definitely	definitely	highest	highest
5	definitely	definitely	highest	highest
6	definitely	definitely	highest	highest
7	definitely	definitely	highest	highest
8	definitely	definitely	highest	highest
9	definitely	definitely	highest	highest
10	definitely	definitely	highest	highest
11	definitely	definitely	highest	highest
12	no	no	lowest	lowest
13	no	no	lowest	lowest
14	might	might	average	average
15	definitely	definitely	highest	highest

Counties: Crawford, Erie, and Warren

5. Migrant Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	might	might	below average	lowest
3	definitely	definitely	highest	highest
4	definitely	definitely	highest	highest
5	definitely	definitely	highest	highest
6	definitely	definitely	highest	highest
7	might	might	lowest	lowest

6. Migrant Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1				
2				
3		This educational goal was suggested		
4		by this Needs Assessment Group.		
5				
6				
7				
8				

Counties: Crawford, Erie, and Warren

H. PROFESSIONAL EVALUATION OF APL-BASED EDUCATIONAL GOALS

1. Professional Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	might	above average	average
2	might	might	highest	average
3	definitely	might	average	below average
4	definitely	definitely	highest	average
5	might	might	average	average
6	might	might	above average	above average
7	might	might	average	average
8	might	might	average	average
9	definitely	might	average	above average
10	might	might	above average	above average
11	no	no	lowest	lowest
12	might	might	above average	above average
13	definitely	definitely	above average	above average
14	might	might	above average	average
15	might	might	above average	above average
16	might	might	average	average
17	might	might	below average	below average
18	might	might	average	average
19	might	might	average	average
20	might	might	below average	below average

Counties: Crawford, Erie, and Warren

2. Professional Rating of Occupational Skills and Knowledge Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	might	highest	above average
2	definitely	definitely	highest	highest
3	might	might	highest	highest
4	definitely	might	highest	average
5	definitely	might	highest	highest
6	definitely	might	highest	average
7	definitely	might	highest	average
8	might	might	average	average
9	might	might	above average	above average
10	definitely	definitely	above average	highest
11	definitely	might	above average	highest
12	definitely	might	above average	highest

Counties: Crawford, Erie, and Warren

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	above average
2	definitely	might	above average	average
3	definitely	definitely	above average	above average
4	definitely	definitely	highest	highest
5	definitely	might	above average	above average
6	definitely	might	highest	highest
7	might	might	above average	above average
8	definitely	might	highest	above average
9	definitely	might	highest	above average
10	definitely	definitely	highest	highest
11	definitely	might	highest	above average
12	definitely	might	highest	above average
13	might	might	below average	below average
14	might	might	above average	above average
15	might	might	above average	above average
16	definitely	definitely	highest	highest

Counties: Crawford, Erie, and Warren

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	above average
2	definitely	might	highest	above average
3	definitely	might	highest	above average
4	definitely	might	highest	above average
5	definitely	might	highest	above average
6	definitely	might	highest	above average
7	might	might	above average	above average
8	definitely	might	above average	above average
9	definitely	might	above average	above average
10	definitely	definitely	above average	above average
11	definitely	definitely	above average	above average
12	definitely	might	above average	above average
13	definitely	might	above average	above average
14	definitely	might	above average	below average
15	definitely	definitely	above average	above average

Counties: Crawford, Erie, and Warren

5. Professional Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	might	highest	above average
2	definitely	might	highest	above average
3	definitely	definitely	highest	highest
4	definitely	definitely	highest	highest
5	definitely	definitely	highest	highest
6	definitely	definitely	highest	highest
7	definitely	might	highest	average

6. Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1				
2				
3		This educational goal was suggested		
4		by this Needs Assessment Group.		
5				
6				
7				
8				

COLUMBIA, MONTOUR, NORTHUMBERLAND, SNYDER, UNION, POTTER, LYCOMING, WYOMING, LACKAWANNA, LUZERNE, AND MONROE

A. GENERAL DESCRIPTION

Two Title I ESEA Migrant Children programs serve these counties. The Susquehanna Human Services Program, sponsored by the Pa. Council of Churches by CETA Title 303 migrant funds, extends service to all of the counties.

The following is a description of the Abington Heights School District Title I project and its service area of Lackawanna, Luzerne, and Wyoming counties (Inskip, 1976, pg. 25).

> The Abington Heights summer migrant program consists of two sites. One is the Newton Ransom Elementary School which is in the Abington Heights School District of Lackawanna County. The second site is Ross Elementary School of the Lake Lehman School District in Luzerne and Wyoming Counties.
>
> The enrollment at Newton Ransom Elementary were Black Americans who migrated with their families from the southeastern section of the United States. The enrollment at Ross Elementary were of Mexican-American origin who migrated from the Florida area.
>
> Agriculture in the area consists of vegetable crops. Tomatoes are the most prevalent crop although pickles, cabbage, and other vegetables are also grown. Due to the smaller size of farms and fields in the area, mechanization is not practical for the harvesting of these crops. Migrant families come to pick tomatoes and a few of the smaller vegetable crops.
>
> Growers from the area provide housing for the migrant families in the form of labor camps. Most camps provide housing for approximately 75 persons.

The following is a description of the Central Susquehanna Intermediate Unit's Title I project and its service area of Columbia, Montour, Northumberland, Snyder and Union Counties (Inskip, 1976, pg. 35).

> Each summer migrant farm families travel up the eastern stream and spend several weeks in the five Central Pennsylvania counties served by the Central Susquehanna Intermediate Unit -- Columbia, Montour, Northumberland, Snyder, and Union. The number of families varies from year to year, as does the number of school-aged children accompanying their parents. The summer education programs operated for these youngsters by the CSIU since its

inception, July 1, 1971, have served as many as 54 students in a given summer. All migrants in the region are interstate, and are either Mexican-American or belong to the Black race.

The summer migrant program is conducted at two sites, namely Rebuck and Bloomsburg, in church facilities. The children are transported from the camps in vans driven by project personnel. The parents are mostly from Florida and they follow the harvest from south to north. Most of the migrants work on farms picking tomatoes or other vegetable crops.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

1. Abington Heights School District Project

Administrator of Grant: A. William Vantine, Superintendent
Abington Heights School District
Clarks Summit, Pennsylvania 18411

Project Director: Gary Steier
Abington Heights School District
Clarks Summit, Pennsylvania 18411

2. Central Susquehanna Intermediate Unit

Administrator of Grant: Robert Feir, Director
Box 213, University Avenue
Lewisburg, Pennsylvania 17837

Project Specialist: Joan Schnedier
Box 213, University Avenue
Lewisburg, Pennsylvania 17837

C. CONTRIBUTORS TO NEEDS ASSESSMENT INFORMATION

Sponsor of the Workshop: Ms. Joan Schnedier, Central Susquehanna Intermediate Unit

Counties Surveyed: Columbia, Montour, Northumberland, Snyder, Union, Potter, Lycoming, Wyoming, Lackawanna, Luzerne, and Monroe

List of Contributors

Ms. Joan Schneider	Central Susquehanna Intermediate Unit #16 Program Specialist, Migrant	Professional
Ms. Victoria Finger	Central Susquehanna Intermediate Unit #16 Migrant Education Teacher	Professional
Ms. Diane Holleran	Susquehanna Human Services Program Case Worker	Professional

D. PROFILE OF MIGRANT ADULTS

Sponsor: Ms. Joan Schneider, Central Susquehanna Intermediate Unit #16

Area(s) Served: Columbia, Montour, Northumberland, Snyder, and Union. Information also on Potter, Lycoming, Wyoming, Lackawanna, Luzerne and Monroe which are served jointly with the above by the Susquehanna Human Services Program.

---

1. Number of Adult Migrants

700

350 in area served by Central Susquehanna Intermediate Unit #16

350 in other counties

---

2. Who are they?

% itinerant 100	65% Black - From Florida
~~%-provisional~~ None	35% Mexican-Americans - From Texas

---

3. What is the predominant language?

itinerants?	English - Blacks
~~provisional?~~	Spanish - Mexicans

---

4. Where employed?

itinerants? ~~provisionals?~~	Outdoor agriculture - tomatoes and other vegetable crops. August through October.

---

5. Average educational level and language level attained in?

itinerants?	3rd grade level in native language.
~~provisionals?~~	

6. Average Reading Level and Language Level Attained In?

itinerants?	3rd grade reading level in native language
~~provisional?~~	

---

7. Time for education per week?

itinerant? ~~provisional?~~	evening a week or Sunday afternoon (pre-arranged with crewleader) must be very convenient for the migrant person and his/her lifestyle.

---

8. Interest in Education?

itinerant? ~~provisional?~~	Instructor must approach the people with a needs assessment attitude. In other words, I'm here to meet your needs, what are they? Motivation must be presented first, the program must supply the motivation. Courses should be vital to these peoples' needs.

---

9. Would adult migrant education programs be feasible in your area?

itinerants? ~~provisional?~~	Yes, if approached in the manner in which we are here to serve you, what are your needs?

---

10. What suggestions do you have for making programs work?

itinerant?	See above statements (7,8,9). Keep in mind the needs of these people. Must meet basic needs such as language, writing, reading, and coping.

---

11. What place would be best for offering programs?

itinerant? ~~provisional?~~	A mobile unit with books, AV, etc., to be supported by both school-age and ABE program and likewise shared by both.

This would take the parent into a new environment without taking him/her away from the camp (they're tired, etc., and don't want to leave children). Or in a room in the camp.

E. PROGRAMS AND RESOURCES FOR MIGRANT ADULTS

Sponsor: Ms. Joan Schneider, Central Susquehanna Intermediate Unit #16

Area(s) Served: Columbia, Montour, Northumberland, Snyder and Union. Information also on Potter, Lycoming, Wyoming, Lackawanna, Luzerne, and Monroe which are served jointly with the above by the Susquehanna Human Services Program.

List resource, type of service, contact person and number

NOTE: Most of these services are offered the Susquehanna Human Services Program. Contact the coordinator, Mrs. George Beaver through the Pa. Council of Churches for more information.

1. Educational:

No educational programs are offered to adult itinerant migrants.

2. Recreational:

No recreational programs are offered to adult itinerant migrants.

3. Health:

*Through the Susquehanna Human Services Program, farmworkers and their families are assisted in receiving health care. This includes referral to medical personnel and facilities, transportation, financial assistance in purchasing physician's services, applicances, dental service, hospital care, eye examination, and prescription glasses.

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*Source: March 22, 1976 Proposal for Susquehanna Human Services Program, Pennsylvania Council of Churches.

4. Legal:

**Formerly provided by Susquehanna Human Services. No information on present source of legal assistance available.

5. Financial Assistance:

*Through the Susquehanna Human Services Program, farmworkers are assisted with food, clothing, and housing as needed. Farmworkers who arrive before the grower is ready to employ them are generally the recipients of such services.

6. Spiritual:

The Pennsylvania Council of Churches Ministry to Migrants.

7. Cultural:

No cultural programs are provided primarily for itinerant migrant adults.

8. Occupational/Vocational:

*Through the Susquehanna Human Services Program, migrants who desire to leave the migrant stream are given assistance in finding training and employment. CETA Title III Section 303 Migrant Program funds are intended to be used for vocational/occupational training. These are administered by the Pa. Council of Farmworkers.

9. Housing:

*Through the Susquehanna Human Services Program, many migrants who arrive before the grower is ready to employ them, are given emergency housing. Housing assistance may also be given as relocation assistance to help migrants who wish to leave the migrant stream and seek other employment.

---

*March 22, 1976 Proposal for Susquehanna Human Services Program, Pa. Council of Churches.

**Source: Conversation with Pa. Council of Churches, May 17, 1977.

10. Transportation:

*Through the Susquehanna Human Services Program, transportation is provided, if needed, to health care services.

11. Language Assistance:

*Provided through the Susquehanna Human Services Program.

12. Other: Day Care.

*Through the Susquehanna Human Services Program, farmworkers are assisted in enrolling their children in day care programs. Service may include: payment of the fee, transportation, clothing and food, as required.

*March 22, 1976 Proposal for Susquehanna Human Services Program, Pa. Council of Churches.

F. SUGGESTED EDUCATIONAL STRATEGIES

Sponsor: Ms. Joan Schneider, Central Susquehanna Intermediate Unit #16

Counties Served: Columbia, Montour, Northumberland, Snyder, and Union. Information also on Potter, Lycoming, Wyoming, Lackawanna, Luzerne and Monroe which are served jointly with the above by the Susquehanna Human Services Program.

Suggestion:	Strategy:
- Basic reading and writing skills are needed.	
- Help the Spanish people who wish to speak English.	
- Everything will be different from camp to camp. Be aware of this.	
- Need to learn to read, write, and do math, to create a better self-image and in turn, tackle life coping skills.	Expand the idea of teaching reading and writing through APL skills, e.g., consumer economics.
- A recommendation: Do not overestimate the ability of the migrant adult students. Concentrate on skills for basic living and surviving, e.g., reading, writing, legal rights, and skills which will give these people pride.	

Counties: Columbia, Montour, Northumberland, Synder, Union, Potter, Lycoming, Wyoming, Lackawanna, Luzerne, and Monroe.

G. RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics						
2. Occupational S&K						
3. Health						
4. Community Resources						
5. Government & Law						
6. Identity in Society						

*RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					4	10
2. Occupational S&K					2	33
3. Health					1	38
4. Community Resources					3	33
5. Government & Law					5	None
6. Identity in Society					6	None

*This group answered only for itinerant migrants as the majority of migrants in their area are itinerants.

Counties: Columbia, Montour, Northumberland, Synder, Union, Potter, Lycoming, Wyoming, Lackawanna, Luzene, and Monroe

H. PROFESSIONAL RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Professional Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1		might		average
2		definitely		above average
3		might		average
4		definitely		above average
5		might		below average
6		might		average
7		might		average
8		might		average
9		might		below average
10		might		below average
11		no		lowest
12		might		below average
13		might		average
14		might		average
15		might		above average
16		might		above average
17		might		average
18		might		average
19		might		average
20		might		average

County: Columbia

2. Professional Rating of Occupational Skills and Knowledge Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1		might		above average
2		definitely		highest
3		might		above average
4		might		above average
5		might		average
6		definitely		highest
7		might		above average
8		might		average
9		might		above average
10		might		above average
11		definitely		highest
12		definitely		highest

County: Columbia

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1		might		above average
2		definitely		highest
3		definitely		highest
4		definitely		highest
5		definitely		highest
6		might		above average
7		might		above average
8		might		above average
9		might		average
10		definitely		above average
11		might		above average
12		might		above average
13		might		above average
14		definitely		highest
15		might		above average
16		might		above average

County: Columbia

4. Professional Rating of Community Resources Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1		might		average
2		definitely		highest
3		definitely		highest
4		might		above average
5		definitely		highest
6		might		above average
7		might		average
8		might		average
9		might		above average
10		might		above average
11		might		above average
12		might		average
13		definitely		highest
14		might		above average
15		definitely		highest

County: Columbia

5. Professional Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1		might		average
2		might		average
3		might		average
4		might		above average
5		might		above average
6		might		highest
7		might		average

6. Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1		might		below average
2		might		below average
3		might		below average
4		might		below average
5		might		below average
6		might		below average
7		might		below average
8		might		below average

ADAMS, FRANKLIN, YORK, FULTON, PERRY, CUMBERLAND, AND DAUPHIN COUNTIES

A. GENERAL DESCRIPTION

The Lincoln Intermediate Unit sponsors a Title I ESEA Migrant Children educational program for Adams, Franklin, and York counties. The following is a description of this program and its service area (Inskip, 1976, pg. 48).

> The Lincoln Intermediate Unit migrant program served 253 children. These students are divided between three locations in Adams and Franklin counties. The Migrant Opportunity Center has 19 kindergarten students and 39 pre-school children. The Day Care aspect of the Center is not funded by ESEA Title I program. Franklin Township Elementary School at Cashtown enrolled 75 students with Lemasters Elementary School in Franklin county enrolling 47 children.
>
> Until recent years the migrant population came from a basic "Eastern Stream" flow originating in the Puerto Rico-Florida area. The stream was composed of chiefly southern Blacks and Puerto Ricans. However, in recent years the population has shifted with an increasing number of Spanish speaking laborers from the "Central Stream" composed of a Texas-Mexican origin. The result is a melting pot of southern Blacks, southern whites, Mexican-Americans and Puerto Ricans to provide some three to four thousand workers to the Lincoln Intermediate Unit farming area.
>
> A small percentage of families do remain for year-round agricultural employment on the larger orchards.
>
> The migrant workers find agricultural work by picking a variety of fruits from June through November. Migrant workers arrive in June to pick sweet cherries, which is followed by sour cherries in July, and tomatoes and peaches in August. The main crop of apples is picked throughout most of September and October.
>
> Mechanization is beginning to alter the process of fruit harvesting in that many cherries and some variety of apples are now picked by machine. This operation may change employment possibilities for migrant workers extensively in the future.
>
> Most migrant workers and their families are housed by the fruit farmer for whom the migrants work. Housing

generally consists of a series of small units which make up what is called a migrant camp. Over 100 such camps exist in the Lincoln Intermediate Unit area.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

Lincoln Intermediate Unit Program

Administrator of Grant: Dr. Robert Deck
Federal Program Specialist
Box 70
New Oxford, Pennsylvania 17350

Project Director: Parker C. Coble
Box 640, Rt. 34N
Gettysburg, Pennsylvania 17325

C. CONTRIBUTORS TO NEEDS ASSESSMENT INFORMATION

Sponsor of the Workshop: Mr. Parker Coble, Lincoln Intermediate Unit #12

Counties Surveyed: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

List of Contributors

Mr. Parker Coble	Lincoln Intermediate Unit #12 Program Director, Migrant Education and Welfare Programs	Professional
Mr. Bruce Swingler	Lincoln Intermediate Unit #12 Teacher in migrant children's program, Title I	Professional
Mrs. Irma Corodetti	Head kindergarten teacher Migrant Opportunity Center and Translator for Spanish Community	Professional
Mr. Gregory L. Myers	Lincoln Intermediate Unit #12 Social Caseworker Adams County Migrant Program	Professional
Ms. Leslie O. Hartman	Lincoln Intermediate Unit #12 Social Worker Adams County Migrant Program	Professional
Mrs. Frances Riley	Lincoln Intermediate Unit #12 Social Worker Adams County Migrant Program	Professional
Ms. Ramonita Nieves	Former Migrant Now County Resident	Migrant
Ms. Edelmira Gracia	Former Migrant Now County Resident	Migrant

D. PROFILE OF MIGRANT ADULTS

Sponsor: Mr. Parker Coble, Lincoln Intermediate Unit #12

Counties Surveyed: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

---

1. Number of Adult Migrants

Approximately 4,200

---

2. Who are they:

% itinerant	3500	Southern Blacks Chicano Puerto Rican Anglo
% provisional	700	Southern Blacks Puerto Rican

Geographical Divisions:

York Springs Gardners Mt. Tabor Bendersville (N.E. Adams Co.)	85% Spanish (Puerto Rican and Mexican-American) 15% Black English
Orrtanna Gashtonn Fairfield	25% Spanish 75% English
Franklin County	25% Spanish 75% English

---

3. What is the predominant language?

itinerant	50% English / 50% Spanish
provisional	50% English / 50% Spanish

---

4. Where employed?

itinerant	July through November - agriculture (orchards - cherries, peaches, pears, apples; vegetables - tomatoes, cabbage)
provisional	Packing houses, fruit processing plants, shoe factories, sewing factories, orchards (July - November); nurseries

5. Average educational level and language attained in?

itinerant	2nd - 3rd in native language
provisional	4th in native language

---

6. Average reading level and language level attained in?

itinerant	2nd - 3rd in native language
provisional	4th in native language

---

7. Time for education per week?

itinerant	2 hours (1 night per week)
provisional	4 hours (2 nights per week)

---

8. Interest in education?

itinerant	35% interested	(1) interest would vary according to the crop, i.e. how hard and long they work per day, (2) also upon course offered - vocational courses would inspire more interest, (3) also transportation is a factor, i.e. if transportation is provided, interest would be greater, (4) instructor must be someone the migrant can relate to and enjoy.
provisional	75% interested	

---

9. Would adult migrant education programs be feasible in your area?

itinerant	Yes	Vocational programs, i.e. driver education, sewing, mechanics, consumer education, year-round agricultural techniques, welding, building trades, and ESL.
provisional	Yes	

---

10. What suggestions do you have for making programs work?

itinerant	(Preceed educational programs with social-recreational programs). Instructors who have good rapport with the migrant people and who are enthusiastic. Provide transportation, or hold "in-camp" classes where feasible. Include migrant people in drawing up objectives and planning course.
provisional	

---

11. What place would be best for offering programs?

itinerant	Best would be in camp or centrally located place where migrants feel comfortable coming.
provisional	Centrally located place where they feel comfortable, i.e. centers, homes, church.

E. PROGRAMS AND RESOURCES
FOR
MIGRANT ADULTS

Sponsor: Mr. Parker Coble, Lincoln Intermediate Unit #12

Counties Surveyed: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

List resource, type of service, contact person and number.

NOTE: Lincoln Intermediate Unit #12 publishes a booklet of services for migrants. The booklet is available in English and Spanish. Many services are offered during July through November. Very few services are available for the 700 provisional migrants during December to June.

---

1. Educational:

No educational programs for migrant adults are now offered. In the past however, classes have been provided in Drivers Education, ESL, Consumer Education, and Vocational Education. Contact Mr. Parker Coble, Intermediate Unit #12 for details.

---

2. Recreational:

None

---

3. Health:

During July through November in Adams county, a Migrant Farm Workers Family Health Clinic is operated by the State Health Center, 717-334-2112. Vision, hearing, and dental care services for children up to 17 is provided. Maternity services are offered. Mental health services are offered in Adams and Western York counties by Mental Health Inc., 717-334-9111. Assistance with drug and alcohol abuse problems is offered by the Adams County Drug and Alcohol Abuse Council, 717-334-8154.

---

4. Legal:

Legal Services Inc., 717-334-7623, with offices in Gettysburg, Carlisle, and Chambersburg serves three counties. Services are free to applicants of certain income level. Only civil matters are handled. Examples of areas of the law served are landlord-tenant, domestic relations, and representation of non-profit community groups.

---

5. Financial Assistance:

Assistance such as food stamps, medical service, social service, welfare, burial payments, and relocation costs is provided to eligible migrants by the Department of Public Assistance, 717-334-6241.

---

6. Spiritual:

(1) Spanish Chapel, Cristo Rey, in Bendersville.

(2) Pennsylvania Council of Churches through the Rescue Mission employs chaplins to serve the migrant farm workers. The following services are provided: lodging, food, counseling, in-camp religious services, clothing, household furniture, distribution of health kits, alcoholic rehabilitation program and translators for Spanish speaking clients.

---

7. Cultural:

No cultural programs are offered for migrant adults.

8. Occupational/Vocational:

None

Employment services of the Adams County, Bureau of Employment Security may be used by migrants, 717-334-1173.

9. Housing:

Little housing assistance offered. This area was rated by the contributors as a great need felt by Spanish provisional migrants. Some assistance might be offered by the Community Action Agency, 717-334-7634.

10. Transportation:

None

11. Language Assistance:

Mrs. Irma Corodetti, Migrant Opportunity Center

Mrs. Frances Riley, Social Worker, Adams County Migrant Program

Mrs. Marcello Waltz

12. Other:

(a) Infant day care: provided during harvest session (July through November) by Luthern Social Services, 717-334-9271. Program includes Day Care Home and a Day Care Center. Day care services are for children, 0-3 years of age whose parents are migrants or seasonal farm workers living in Adams or Franklin counties.

(b) The contributors at the Needs Assessment Workshop suggested that there was a need for social interaction/acceptance programs between the Spanish and Anglo communities.

F. SUGGESTED EDUCATIONAL STRATEGIES

Sponsor: Mr. Parker Coble, Lincoln Intermediate Unit #12

Counties Surveyed: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

Suggestion:	Strategy:
- In Adams county, we need "badly" an adult education program with English as a second language.	
- Also needed are courses on typing, drivers education, and money management.	
Consumer Education	- Blend consumer teachings into vocational units of study. Example - when teaching sewing take adult students to various clothing stores to teach comparison shopping, quality/price of materials.
Vocational Education	- Should be based on the need of employers and on the interests of the adults. Must be based on the community needs of the location where the adults are interested in living.
Drivers Education	- Basic teaching of drivers education. Include proper maintenance, car selection and insurance. Should also include a section on the economic opportunities made available through driving.

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

G. RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	4.5	55	4.5	50	4.5	60
2. Occupational S&K	1	75	1.5	66	1	83
3. Health	3	82	3	94	4.5	89
4. Community Resources	2	83	1.5	93	2.5	73
5. Government & Law	4.5	64	6	71	2.5	57
6. Identity in Society	6	32	4.5	25	6	38

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	3.5	25	5	None	2.5	50
2. Occupational S&K	1	38	1	42	1	33
3. Health	3.5	85	3	81	4.5	88
4. Community Resources	2	73	2	73	2.5	73
5. Government & Law	5	50	6	71	4.5	29
6. Identity in Society	6	19	4	13	6	25

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

H. MIGRANT RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Migrant Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	highest	highest
2	definitely	might	highest	highest
3	definitely	might	highest	above average
4	might	might	average	average
5	might	might	average	average
6	might	might	above average	above average
7	might	might	highest	highest
8	definitely	might	highest	highest
9	might	might	above average	above average
10	definitely	might	highest	highest
11	might	might	highest	average
12	definitely	might	highest	average
13	definitely	might	above average	above average
14	might	might	highest	above average
15	definitely	might	highest	highest
16	might	might	highest	highest
17	might	might	highest	highest
18	definitely	might	highest	highest
19	definitely	might	highest	highest
20	definitely	might	highest	highest

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

2. Migrant Rating of Occupational Skills and Knowledge Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	might	might	highest	average
3	definitely	definitely	highest	highest
4	might	might	average	average
5	definitely	definitely	highest	highest
6	definitely	definitely	highest	highest
7	might	might	highest	highest
8	definitely	might	highest	highest
9	definitely	definitely	highest	highest
10	definitely	might	highest	above average
11	might	might	highest	average
12	definitely	might	highest	highest

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

3. Migrant Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	definitely	definitely	highest	highest
3	definitely	definitely	highest	highest
4	definitely	might	above average	above average
5	definitely	definitely	highest	highest
6	definitely	definitely	highest	highest
7	definitely	definitely	highest	highest
8	definitely	might	highest	highest
9	definitely	definitely	highest	highest
10	definitely	definitely	highest	highest
11	definitely	definitely	highest	highest
12	might	might	highest	above average
13	definitely	definitely	above average	above average
14	definitely	definitely	above average	above average
15	definitely	definitely	above average	above average
16	definitely	definitely	above average	above average

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

4. Migrant Rating of Community Resources Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	above average
2	definitely	definitely	highest	above average
3	definitely	might	highest	above average
4	definitely	might	highest	above average
5	definitely	definitely	highest	above average
6	definitely	might	highest	above average
7	definitely	definitely	highest	above average
8	definitely	definitely	highest	highest
9	might	definitely	above average	above average
10	definitely	definitely	highest	highest
11	definitely	definitely	highest	highest
12	definitely	definitely	highest	above average
13	definitely	might	highest	above average
14	definitely	definitely	highest	above average
15	definitely	definitely	highest	above average

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

5. Migrant Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	definitely	definitely	highest	highest
3	definitely	definitely	highest	highest
4	definitely	definitely	highest	highest
5	might	might	average	average
6	might	might	highest	highest
7	definitely	definitely	highest	highest

6. Migrant Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1	definitely	might	above average	above average
2	might	definitely	above average	above average
3	might	might	above average	above average
4	might	might	above average	above average
5	might	might	average	average
6	definitely	might	above average	above average
7	might	might	above average	above average
8	might	might	average	average

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

I. PROFESSIONAL RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Professional Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	average	average
2	might	might	highest	average
3	might	might	average	below average
4	definitely	definitely	highest	highest
5	might	might	average	below average
6	definitely	definitely	above average	average
7	definitely	definitely	average	average
8	might	might	above average	above average
9	definitely	might	average	average
10	definitely	definitely	highest	average
11	might	might	below average	below average
12	might	no	above average	lowest
13	definitely	definitely	highest	highest
14	definitely	definitely	highest	highest
15	definitely	definitely	highest	highest
16	definitely	might	highest	average
17	definitely	definitely	highest	average
18	definitely	definitely	above average	average
19	definitely	definitely	above average	above average
20	might	might	below average	lowest

Counties: Adams, Franklin, York, Fulton, Perry Cumberland, and Dauphin

2. Professional Rating of Occupational Skills and Knowledge

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	average	average
2	definitely	might	highest	above average
3	definitely	definitely	above average	above average
4	definitely	might	above average	average
5	might	might	average	average
6	definitely	might	highest	above average
7	definitely	might	above average	average
8	definitely	might	highest	highest
9	definitely	definitely	highest	above average
10	might	might	average	average
11	definitely	might	highest	above average
12	definitely	might	highest	average

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	above average	average
2	definitely	definitely	above average	above average
3	definitely	definitely	highest	highest
4	definitely	definitely	above average	above average
5	definitely	definitely	above average	above average
6	definitely	definitely	above average	average
7	definitely	definitely	average	average
8	definitely	definitely	above average	average
9	might	might	average	average
10	definitely	definitely	above average	above average
11	might	might	above average	average
12	definitely	definitely	above average	average
13	definitely	definitely	average	below average
14	definitely	definitely	above average	above average
15	definitely	definitely	average	average
16	definitely	definitely	above average	above average

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

4. Professional Rating of Community Resource Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	average	below average
2	definitely	definitely	highest	highest
3	definitely	definitely	highest	highest
4	definitely	might	above average	average
5	definitely	definitely	above average	average
6	definitely	might	above average	above average
7	definitely	definitely	above average	average
8	definitely	definitely	above average	average
9	definitely	might	above average	average
10	definitely	definitely	above average	above average
11	might	definitely	average	highest
12	might	definitely	average	average
13	definitely	definitely	average	above average
14	might	might	below average	below average
15	definitely	definitely	highest	highest

Counties: Adams, Franklin, York, Fulton, Perry, Cumberland, and Dauphin

5. Professional Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	average	average
2	definitely	might	average	average
3	definitely	might	average	below average
4	might	might	average	average
5	definitely	definitely	above average	above average
6	definitely	definitely	highest	highest
7	might	might	average	below average

6. Professional Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1	definitely	definitely	average	average
2	might	might	average	average
3	definitely	might	average	average
4	definitely	definitely	average	average
5	might	no	average	below average
6	might	might	average	below average
7	might	might	average	average
8	might	might	average	average

CHESTER COUNTY

A. GENERAL DESCRIPTION

Two title I ESEA Migrant Children programs serve this county. The following is a description of the Chester County Intermediate Program (Inskip, 1976, pg. 39).

> Enrollment at the Chester County Intermediate Unit migrant program numbers 239 students. The vast majority of these students are Spanish speaking, 231 of which are of Puerto Rican origin. Other groups present include: Blacks, Mexican-Americans, and Anglos. The project's children range in age from four to sixteen years.
>
> The children involved in the migrant program come from various parts of Chester County such as, Kaolin, Kennett Square, Avondale, West Grove, Chatham, New London, Oxford, Embreville, Coatesville, Westwood, Unionville, and Toughkenamon. Most parents of the children work in the mushroom industry of the Chester County area. Others work in nurseries such as Longwood Gardens. Due to the nature of the mushroom industry, most of the migrant families reside in the county all year.

The West Chester Area School District also serves migrant children in Chester County. The following is a description of this program and service area (Inskip, 1976, pg. 65).

> The West Chester project had 188 migrant students participating in the program. Of these children, 178 were from the West Chester area, while approximately 10 were transported fifteen miles by van from the Phoenixville area. All participating migrant children were one to five year migrants, with approximately 60 of the 188 children as first year participants in the program. Ages of the children ranged from five to seventeen.
>
> Spanish speaking children of Puerto Rican origin made up 85% of the enrolled students. The parents of the children entered the West Chester areas seeking employment in the local mushroom processing industry. Due to the year-round nature of the mushroom industry, children entered the school at varying times throughout the school year and parents did not follow the harvest as is customary for many migrant workers. Unemployment has caused social problems in the area. Consequently, many families depend upon public assistance.
>
> Mobility occurred primarily due to the desire to

return to Puerto Rico if employment and housing could not be found in West Chester. Many families returned to Puerto Rico with the intention of remaining there, only to return to West Chester within a year. There was very limited intrastate migration.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

1. Chester County Intermediate Unit Project

Administrator of Grant: Dr. Williard Trezise
Director of Migrant Program
1530 E. Lincoln Highway
Coatesville, Pennsylvania 19320

Project Director: Rev. Theodis Clark
158 West Second Street
Coatesville, Pennsylvania 19320

2. West Chester Area School District Project

Administrator of Grant: Dr. Samuel Black
Director of State and Federal Programs
West Chester Area School District
320 North Church Street
West Chester, Pennsylvania 19380

Project Director: Joseph R. Turse
320 North Church Street
West Chester, Pennsylvania 19380

C. CONTRIBUTORS TO NEEDS ASSESSMENT INFORMATION

Sponsor of the Workshop: Dr. William Trezise, Chester County Intermediate Unit
County Surveyed: Chester County

List of Contributors

Mr. Ervinque Acosta, Store owner of E. Acosta Grocery, Avondale, Pa. Was a mushroom grower	grower/ store owner: former migrant
Ms. Cindy Acosta, Translator for Spanish migrants Daughter of owner of grocery store for migrants, Avondale, Pa.	Spanish translator: daughter of former migrant
Mrs. Sheila Druley, Director, La Comunidad Hispana, Kennett Square, Pa.	professional
Ms. Migdalia M. Sierra, E.S.L. Teacher La Comunidad Hispana Kennett Square, Pa.	professional
Mrs. Arlene Stevens, Clerk Stenographer West Chester State College	community member
Ms. Saphia Gottlieb, Migrant Committee for Chester County	community worker
Ms. Thelma Smith, Govenor's Civil Tension Task Force, Community Liaison Specialist Project, Community Liaison Specialist	professional
Mrs. Elizabeth C. Reiter, Migrant Committee for Chester County	community worker
Mrs. Carolyn Wonderly, Migrant Ministry Committee for Chester County	community worker
Rev. Theodis Clark, Chester County Intermediate Unit, Migrant teacher and Migrant Ministry	professional

D. PROFILE OF MIGRANT ADULTS

Sponsor: Dr. William Trzise, Chester County Intermediate Unit

County Surveyed: Chester County

1. Number of Adult Migrants

*12,000

*The number of migrants in this area is highly disputed. The consensus of this group was that 12,000 was a realistic number.

2. Who are they?

5% itinerant - 600 people (90% Spanish; 10% Black and White)

95% provisional - 11,400 people - Mushroom industry - Spanish speaking predominately.
2% Black = 228 people
1% White = 114 people
92% Spanish = 10,488 people

3. What is the predominant language?

itinerants? - Spanish

provisional? - Spanish

4. Where employed?

itinerants? - on very small farms for potatoes

provisional? - mushrooms, nurseries, canneries

5. Average educational level and language attained in?

itinerants?	5th grade	90% Spanish	10% English
provisional?	5th grade	70% Spanish	30% English

6. Average Reading Level and Language Level Attained In?

itinerants?

provisional?

2nd grade - English for Non-Spanish
Spanish for Spanish

---

7. Time for education per week?

itinerant?

provisional? - 6 hours per week: 2 hours per day

When mushroom season is at its peak, workers put in 14 to 15 hours per day.

---

8. Interest in Education?

itinerant?

provisional?

Would be interested if made very convenient. Brought to them in their living area.

---

9. Would adult migrant education programs be feasible in your area?

itinerants?

provisional?

Yes. Avon Grove School District has a GED program. Manpower in West Chester has provided educational services in St. Patrick's Church in Kennett Square, September to May.

---

10. What suggestions do you have for making programs work?

itinerant?

Provisional?

Transportation is a big problem. Programs should be in mushroom camp at night. Would help solve problems of loneliness and boredom. Manpower has provided transportation to programs but has had trouble getting people. Need to provide babysitting and transportation. Need courses which are desired by the migrants. They should be involved in planning. Course material must be entertaining and motivating. Workers are tired.

11. What place would be best for offering programs?

itinerant? In Camps

provisional? In mushroom camps. At the Spanish Center in Kennett Square. In homes within the Spanish community.

E. PROGRAMS AND RESOURCES FOR MIGRANT ADULTS

Sponsor: Dr. William Trezise, Chester County Intermediate Unit

County Surveyed: Chester

List resource, type of service, contact person and number

Note: The Health and Welfare Council of Chester County Inc. publishes a comprehensive Directory of Services. This may be obtained from the council at 2 Evans Street, West Chester, Pa. 19380. Telephone information and referral service is available through "Chester County Cares," 436-4040. Listed below are a sampling of services.

1. Educational:

(a.) La Comunidad Hispana, Kennett Square (Sheila Druley, Director: 215-444-4545) has participated in a West Chester State College (Philip Smith, EDC) sponsored program of prevocational English classes for Spanish speaking women. The unique feature of the program is that it is offered in the afternoon and provides transportation and child care if necessary. Now in its second year, it has been very well received. Funds have been allocated through the Community Action Board, Manpower Service, and YWCA.

(b.) The Chester County I. U. #24 also offers adult education courses. Evening classes for a GED certificate are offered at Chester County Farms, Gaudenzia House, Embreeville and Pennhurst.

(c.) ESL programs are offered by the I. U. # 24 in the evening in Kennett Square and West Chester.

2. Recreational:

Keystone Mushroom has sport teams and dances for workers. La Comunida Hispana Center also sponsors community affairs.

3. Health:

See Directory of Services published by Health and Welfare Council of Chester County, Inc. or telephone for information to "Chester County Cares" 436-4040.

4. Legal:

See above

---

5. Financial Assistance:

Emergency aid through Chester County Migrant Ministry Committee, 384-4915.

See above.

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6. Spiritual:

Chester County Migrant Ministry Committee, 158 W. 2nd Ave., Coatesville, Pa. 19320. (384-4915) A non-Sectarian group which offers or arranges for health, education, recreation, and religious services.

---

7. Cultural:

La Comunidad Hispana Center provides cultural programs for the Spanish community in the Kennett Square area (215-444-4545).

---

8. Occupational/Vocational:

(a.) The Chester County Schools Intermediate Unit #24 provides, on an appointment basis, evaluation, counseling and community job placement (215-383-5800).

(b.) Manpower Employment Service 692-4733.

See Directory of Services for additional listings or telephone 436-4040 for information.

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9. Housing:

See above.

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10. Transportation:

See above.

11. Language Assistance:

La Comunida Hispana Center, Kennett Square (215-444-4545). Chester County Migrant Ministry Committee (215-384-4915).

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12. Other:

F. SUGGESTED EDUCATIONAL STRATEGIES

Sponsor: Dr. William Trezise, Chester County Intermediate Unit

County Surveyed: Chester

Suggestion (Not in priority order):

---

1. Good communication, warm humanistic approach towards adult learner is necessary.
2. Find a person's strength.
3. Knowledge of English is a first priority.
4. Health knowledge is needed.
5. Nutritional Instruction
6. Consummer instruction - where and how to shop
7. Community education is desparately needed. Other segments of the community need to be sensitized.
8. Meetings, social, and recreational outings are needed between the Anglo and Spanish communities to promote mutual understanding.
9. The police force needs education on Spanish culture and habits.
10. Sewing instruction needed.
11. Crafts, etc. that people could do at home would be welcome; maybe could become profitable.
12. Writing and reading of English are great needs.
13. Access to camps is a big issue. Needs to be defined legally and adhered to.
14. The migrant children's Title I program should add more junior high and senior high programs.
15. High school and junior high need to add Counseling programs and vocational courses for Spanish-speaking.

County: Chester

G. RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

*RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics	4	55	4	40	3.5	70
2. Occupational S&K	2	75	5	67	1	83
3. Health	3	57	2.5	25	3.5	88
4. Community Resources	1	50	1	13	2	87
5. Government & Law	5	50	2.5	57	5	43
6. Identity in Society	6	19	6	None	6	38

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics						
2. Occupational S&K						
3. Health						
4. Community Resources						
5. Government & Law						
6. Identity in Society						

*NOTE: Since 92% of the migrant population is provisional, the Needs Assessment Group answered only items with regard to provisionals.

County: Chester

H. MIGRANT RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Migrant Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might		average	
2	definitely		average	
3	definitely		highest	
4	might		average	
5	might		average	
6	no		average	
7	might		average	
8	no		below average	
9	might		average	
10	might		average	
11	definitely		highest	
12	might		average	
13	definitely		above average	
14	definitely		highest	
15	definitely		average	
16	might		average	
17	definitely		highest	
18	definitely		highest	
19	might		average	
20	might		average	

County: Chester

2. Migrant Rating of Occupational Skills and Knowledge

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		average	
2	might		below average	
3	definitely		average	
4	definitely		lowest	
5	no		lowest	
6	definitely		highest	
7	definitely		highest	
8	might		average	
9	definitely		above average	
10	no		above average	
11	definitely		highest	
12	definitely		highest	

County: Chester

3. Migrant Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		highest	
2	definitely		highest	
3	might		below average	
4	might		average	
5	might		average	
6	might		average	
7	might		average	
8	might		average	
9	might		above average	
10	definitely		highest	
11	might		highest	
12	might		average	
13	might		average	
14	definitely		highest	
15	might		average	
16	might		average	

County: Chester

4. Migrant Rating of Community Resource Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	no		lowest	
2	no		lowest	
3	no		lowest	
4	might		average	
5	might		average	
6	might		average	
7	difintely		highest	
8	might		average	
9	no		below average	
10	no		lowest	
11	might		average	
12	difinitely		highest	
13	might		average	
14	might		average	
15	no		lowest	

County: Chester

5. Migrant Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		highest	
2	definitely		highest	
3	definitely		above average	
4	definitely		above average	
5	no		below average	
6	no		lowest	
7	no		lowest	

6. Migrant Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1	no		lowest	
2	no		lowest	
3	no		lowest	
4	no		lowest	
5	no		below average	
6	might		below average	
7	no		lowest	
8	no		lowest	

County: Chester

I. PROFESSIONAL RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Professional Rating of Consumer Economics

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		above average	
2	definitely		highest	
3	might		above average	
4	definitely		highest	
5	might		average	
6	definitely		highest	
7	definitely		highest	
8	definitely		highest	
9	might		highest	
10	definitely		highest	
11	might		below average	
12	definitely		above average	
13	definitely		highest	
14	definitely		highest	
15	definitely		highest	
16	definitely		highest	
17	definitely		highest	
18	definitely		above average	
19	definitely		highest	
20	might		below average	

County: Chester

2. Professional Rating of Occupational Skills and Knowledge

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		highest	
2	definitely		above average	
3	might		highest	
4	definitely		highest	
5	might		average	
6	definitely		highest	
7	definitely		highest	
8	definitely		highest	
9	definitely		highest	
10	definitely		highest	
11	definitely		highest	
12	definitely		highest	

County: Chester

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		highest	
2	definitely		highest	
3	definitely		highest	
4	definitely		highest	
5	definitely		highest	
6	definitely		highest	
7	definitely		highest	
8	definitely		highest	
9	definitely		highest	
10	might		highest	
11	definitely		highest	
12	definitely		highest	
13	might		highest	
14	definitely		highest	
15	definitely		highest	
16	definitely		highest	

County: Chester

4. Professional Rating of Community Resources

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely		highest	
2	definitely		highest	
3	definitely		highest	
4	definitely		highest	
5	definitely		highest	
6	definitely		highest	
7	definitely		highest	
8	definitely		highest	
9	definitely		highest	
10	definitely		highest	
11	definitely		highest	
12	might		highest	
13	definitely		highest	
14	might		highest	
15	definitely		highest	

County: Chester

5. Professional Rating of Government and Law Objectives

Objectives:	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might		above average	
2	might		average	
3	definitely		above average	
4	definitely		highest	
5	might		average	
6	definitely		highest	
7	might		below average	

6. Professional Rating of Identity in Society

Objectives:	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
	Provisional	Intinerant	Provisional	Itinerant
1	definitely		highest	
2	might		average	
3	definitely		above average	
4	definitely		highest	
5	might		average	
6	might		below average	
7	might		above average	
8	no		below average	

PHILADELPHIA AND DELAWARE COUNTIES

A. GENERAL DESCRIPTION

One Title I ESEA Migrant Children Program serves these counties. It is sponsored by Cheyney State College. The following is a description of this program and service area (Inskip, 1976, pg. 43).

> The Cheyney migrant project is a Title I, ESEA program administered at Cheyney State College. The project is in operation from late June until early August. Migrant children are bused to Cheyney where they are fed a hot breakfast and lunch.
>
> The Cheyney project has a total enrollment of 82 children, 66 of which are of Puerto Rican origin, 16 of which are Black, with the remaining four from a parochial school. The children's ages range from approximately six to twelve.
>
> These children are recruited from basically two areas. District five of north Philadelphia is where much of the Puerto Rican population lives. Chester, in Delaware County, is the second area, although currently less children than in previous years have been recruited from this area.
>
> The families within the Cheyney project are predominantly "staygrants". Parents find agriculture related occupations in the New Jersey area.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

Cheyney State College Project

Administrator of Grant: Dr. Ronald C. Watts
Dean of Continuing Education
Cheyney State College
Cheyney, Pennsylvania 19319

Project Director: Charles Songster
Cheyney State College
Cheyney, Pennsylvania 19319

C. CONTRIBUTORS TO NEED ASSESSMENT INFORMATION

Sponsor: Dr. Ronald Watts, Cheyney State College

Counties Served: Philadelphia and Delaware Counties

List of Contributors

Dr. Ronald C. Watts	Cheyney State College Administrator of Title I Migrant Program	Professional
Dr. Anthony F. Pinnie	Cheyney State College Migrant Program	Professional
Benedict Capacie	Cheyney State College Head Teacher of Migrant Program	Professional
Charles E. Songster	Cheyney State College Director of Migrant Program	Professional

D. PROFILE OF MIGRANT ADULTS

Sponsor: Dr. R. C. Watts, Cheyney State College

Area(s) Served: Philadelphia, Delaware County (West Chester in 1977)

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1. Number of adult migrants?

This statistic is in conflict with information from other sources. According to the 1976 statistics gathered by the Bureau of Employment Security District I (Delaware, Philadelphia and lower Bucks), there were 264 migrants, 18 years old and up. An additional conflicting statistic was provided by the Chester County Bureau of Employment Security which reported 1,350 migrants, 18 years and up. Most of the migrants in these counties are provisionals who work in the mushroom industry, food related industries, or are bused to New Jersey for field work. It is difficult to get an accurate figure for this population.

---

2. Who are they?

5% itinerant
95% provisional

---

3. What is the predominant language?

itinerants - Spanish
provisional - Bilingual

---

4. Where employed?

itinerants - Field work (Bused to New Jersey)
provisional - Food related industries

---

5. Average educational level and language attained in?

itinerants
provisional - 3rd & 4th grade (Spanish speaking)
7th & 8th grade (Blacks)

6. Average reading level and language level attained in?

itinerants

provisional 4th grade (average) - Spanish > Spanish
0-3rd (average) - English / Speaking
5-6th grade (Blacks)

---

7. Time for education per week?

itinerant 3 hrs. per week

provisional 3 hrs. per week

---

8. Interest in education?

itinerant yes, if English were offered

provisional yes, survival skill education desired

---

9. Would adult migrant education programs be feasible in your area?

itinerants yes

provisional yes

Migrant parents qualify for Title I Parent Programs.

---

10. What suggestions do you have for making programs work?

itinerants

provisional Provide educational programs related to needs & interests.
Take program to the people.

---

11. What place would be best for offering programs?

itinerants Camps

provisional On site in neighborhood schools and cluster sites

---

Counties: Delaware and Philadelphia

RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					2	20
2. Occupational S&K					1	38
3. Health					3	38
4. Community Resources					4	None
5. Government & Law					5	None
6. Identity in Society					6	None

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					3	15
2. Occupational S&K					1	67
3. Health					2	38
4. Community Resources					4	7
5. Government & Law					5.5	None
6. Identity in Society					5.5	None

Counties: Delaware and Philadelphia

G. PROFESSIONAL RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Professional Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	average	average
2	definitely	definitely	above average	above average
3	might	might	average	average
4	might	might	above average	highest
5	might	might	below average	below average
6	might	might	average	average
7	might	might	above average	average
8	might	might	average	below average
9	might	might	above average	average
10	might	might	average	below average
11	might	might	below average	lowest
12	might	might	average	below average
13	might	might	above average	average
14	might	might	above average	average
15	definitely	definitely	highest	above average
16	might	might	above average	above average
17	definitely	might	above average	below average
18	might	might	average	average
19	might	might	above average	average
20	might	might	average	below average

Counties: Delaware and Philadelphia

2. Professional Rating of Occupational Skills and Knowledge

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	above average
2	definitely	definitely	above average	average
3	definitely	definitely	above average	above average
4	definitely	definitely	highest	above average
5	might	definitely	average	average
6	definitely	definitely	highest	above average
7	might	definitely	above average	above average
8	definitely	might	above average	average
9	might	might	above average	above average
10	might	might	average	average
11	definitely	definitely	highest	above average
12	definitely	definitely	highest	above average

Counties: Delaware and Philadelphia

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	average
2	definitely	definitely	highest	above average
3	definitely	definitely	highest	above average
4	might	might	above average	above average
5	might	might	above average	above average
6	definitely	definitely	above average	above average
7	might	might	above average	average
8	definitely	definitely	highest	above average
9	might	might	below average	below average
10	definitely	definitely	above average	above average
11	might	might	above average	above average
12	might	might	above average	above average
13	might	might	average	below average
14	might	might	above average	average
15	might	might	average	below average
16	definitely	definitely	highest	above average

Counties: Delaware and Philadelphia

4. Professional Rating of Community Resource Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	average
2	might	might	above average	below average
3	might	might	above average	average
4	might	might	below average	below average
5	might	might	above average	average
6	might	definitely	above average	above average
7	might	might	above average	average
8	might	might	average	below average
9	might	might	above average	average
10	might	might	average	above average
11	might	might	above average	average
12	might	might	above average	average
13	might	might	average	above average
14	might	might	average	below average
15	might	might	above average	average

Counties: Delaware and Philadelphia

5. Professional Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	average
2	might	might	above average	average
3	might	might	above average	average
4	might	might	above average	average
5	might	might	above average	average
6	might	might	above average	average
7	might	might	average	below average

6. Professional Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1	might	might	highest	above average
2	might	might	average	average
3	might	might	above average	above average
4	might	might	highest	above average
5	might	might	average	below average
6	might	might	average	average
7	might	might	above average	average
8	might	might	above average	average

LANCASTER COUNTY

A. GENERAL DESCRIPTION

Millersville State College sponsors the Title I ESEA Migrant Children Program for Lancaster, Berks, Carbon, Lebanon, Lehigh, Monroe, and Northampton Counties. The program and its service area are described as follows (Inskip, 1976, pg. 54).

> The Millersville summer migrant program consists of a total of 253 students who are located at three sites. The Reading site has 118 Puerto Rican children and 3 Mexican-American children for a total of 121. The Allentown program has 8 Puerto Ricans, 1 Mexican-American, and 8 Black students for a total of 17 children. Also, the Lancaster-Millersville programs have 109 Puerto Ricans, 3 Anglos, and 3 Mexican-Americans for a total of 115 children. (The Lancaster-Millersville figures are combined due to the fact that most of these children travel from the morning program at Lancaster to the "Summer Happening" program at Millersville.)
>
> Migrant families near Reading work in the mushroom industry, while parents in the other projects work with meat packing, poultry, orchards, and vegetable picking.
>
> Housing in the project area is mostly in rented projects or trailor units. The mushroom industry near Reading houses some of its families in camps and industry-owned housing. Lancaster area children are totally "staygrants" and reside within Lancaster City where they attend Lancaster City Schools throughout the year.
>
> Since the large majority of children are of Puerto Rican origin, the cultural change is quite significant upon settlement in this area. Therefore, the Lancaster Spanish community in particular has become involved in their program in an effort to help children adjust to the change with a positive self-image.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

Millersville State College Project:

Administrator of Grant: Dr. Robert J. Labriola
Director of Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

Project Director: Paula Stoup
Millersville State College
Millersville, Pennsylvania 17551

C. CONTRIBUTORS TO NEED ASSESSMENT INFORMATION

Sponsor: Mr. Michael Reed, Millersville State College, Coordinator of Migrant Student Record Transfer System

County Surveyed: Lancaster

List of Contributors

Mr. Marcelino Colon	Bilingual Guidance Counselor School District of Lancaster	Professional
Mr. Manuel Recio	Puerto Rican/Pennsylvania Liason Officer Millersville State College	Professional
Mr. Carlos Graupera	Administrator, Spanish American Civic Association Lancaster	Professional
Dr. Ramon L. Santiago	Director, Bilingual Resource Library New Holland	Professional
Mr. Michael Reed	MSRTS Coordinator Title I ESEA Program Millersville State College	Professional
Mr. Jeffrey Klunk	Employment Counselor Catholic Social Service Spanish Division	Professional

D. PROFILE OF MIGRANT ADULTS

Sponsor: Mr. Michael Reed, Coordinator of Migrant Student Record Transfer System, Millersville State College

County(ies) Surveyed: Lancaster

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1. Number of adult migrants

600

---

2. Who are they?

40% itinerant 240

60% provisional 360

---

3. What is the predominant language?

itinerants	Hispanic 95% (Spanish)
provisional	Hispanic 95% (Spanish)

---

4. Where employed?

itinerants	fruit farms
provisional	food processing, hotels, foundries, light manufacturing, hotels, maintenance crews

---

5. Average educational level and language attained in?

itinerants	slightly less educated - so have trouble finding job
provisional	6th grade for men; usually lower for Spanish women, 4th grade - most from Puerto Rican education system

---

6. Average reading level and language level attained in?

itinerants	Spanish - 5th grade reading level - English reading by Spanish on first grade level
provisional	

---

7. Time for education per week?

itinerant	3 hours per week to a maximum of 20 depending on what is offered also depends on if employed or if stipend offered for course
provisional	

---

8. Interest in education?

itinerant	Vocational Education - Highly interested in getting better job and job skills. Desire education for economic reasons. Need to have actual on-the-job training.
provisional	

---

9. Would adult migrant education programs be feasible in your area?

itinerants	Yes, if very practical and has hope attached for future
provisional	A vocational program must be controlled and developed through the neighborhood. Must be community-based.

---

10. What suggestions do you have for making programs work?

itinerant	If there is a vocational program, there must be a certificate attached to it.
provisional	

---

11. What place would be best for offering programs?

itinerant	Community center or vocational center close to where people live New Holland Area
provisional	

E. PROGRAMS AND RESOURCES
FOR
MIGRANT ADULTS

Sponsor: Mr. Michael Reed, Millersville State College

County Surveyed: Lancaster

List resource, type of service, contact person, and number.

NOTE: The Lancaster County Library has published a guide Your Where to Call Guide in Lancaster County. The Guide is available in English and Spanish editions. Call 717-394-2651. See the guide for complete listing of services and programs.

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1. Educational:

GED (General Educational Diploma) courses and ESL (English as a second language) are offered through the Lancaster-Lebanon I.U. #13 (569-7331) and the Adult Enrichment Center (393-3871, X330).

2. Recreational:

Spanish American Civic Center sponsors recreational activities (397-6267).

3. Health:

General health centers for low income persons: Lancaster General Hospital Family Health Service (299-5511) and Solanco Community Health Clinic (786-7873). Dental services: Lancaster General Hospital for low income persons (299-5511). Emotional or mental problems, Crisis Intervention Center (394-2631) for emergencies, Spanish Assembly Social Service (393-1458), and Catholic Social Service for Spanish (392-2113).

4. Legal:

Unfair treatment due to race, religion, nationality, age or sex? Call Human Relations Committee, 394-4331. Assistance in combating an unfair practice? Call Neighborhood Service 392-2175, or CAP programs (Community Action Programs) in Columbia, 684-8047; in Elizabethtown, 653-8320; in Ephrata, 733-6562; in Solanco, 786-7873; and Welsh Mountain, 354-8692.

5. Financial Assistance:

Welfare, food stamps and medical bill assistance: Lancaster County Board of Assistance (299-0731). Food assistance - Farmers to People Program, 393-1541, low cost food for low income persons. Emergency Financial Assistance: Catholic Social Services (299-3659) Christian Social Ministry, 393-1541, CAP programs (see above for numbers): Ephrata Area Social Services, 733-0345; Family & Children Service, 397-5241: Salvation Army, 397-7565; St. John the Baptist Center, 392-4118 and Neighborhood Services, 392-2175.

---

6. Spiritual:

Rev. Jose Santiago
Father Michael Vasallo - St. John the Baptist Center

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7. Cultural:

Spanish American Civic Center, 397-6267

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8. Occupational/Vocational:

Spanish American Civic Center is co-sponsoring with Millersville State College a bilingual vocational project funded by CETA. For information call 397-6267. Counseling referral and placement services by: The Urban League, 394-1966, the Adult Enrichment Center, 393-3871, and the Spanish American Civic Center. Job placement through the Bureau of Employment Security, 394-7291.

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9. Housing:

Bureau of Licensing and Inspection (397-3501) will inspect inadequate housing. Housing discrimination cases are investigated by: the Human Relations Committee (394-4331) and the Urban League (394-1966). Help with eviction notice, Pennsylvania Legal Services (397-4236).

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10. Transportation:

None specifically for migrant adults.

11. Language Assistance:

Spanish American Civic Center 397-6267

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12. Other:

See Your Where to Call Guide for Lancaster County Pennsylvania for additional county services. Available through the Lancaster County Library (394-2651) or the Lancaster Information Center (299-2821).

F. SUGGESTED EDUCATIONAL STRATEGIES

Sponsor: Mr. Michael Reed, Millersville State College

County Surveyed: Lancaster

Suggestions:

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1. In developing a curriculum for Puerto Rican migrants, the Spanish language is the key to reach large groups of migrants. Personnel should be bilingual and bicultural.

2. Health and nutrition courses are often a "put-down" of the Hispanic person's culture. Anglo customs are co-related to good health practices. An example of the difference is the practice of bottle-feeding. Anglos often express the feeling that Spanish women keep the "baby on the bottle too long."

3. Educational programs should be planned in and evaluated by "serious representatives" of the people served. Education should not be an imposition of the values of the dominant culture.

4. It is a waste of time to impose educational goals on migrants. Migrants must be organized and brought into planning and running programs. You can't help people unless they want to be helped.

5. In educational, vocational, and occupational programs, there must be an on-going evaluation process of the technical skills in demand and projected for the future. Programs must change as needs do.

6. Prime needs are language training, job related training, and self-image information (such as legal rights and aspects of prejudice). Religion and health should be left to each person.

7. Many Hispanics need to develop literacy in their native language first.

8. Migrants want education in only those things which affect his life.

County: Lancaster

G. RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					6	10
2. Occupational S&K					1	42
3. Health					2	6
4. Community Resources					3	33
5. Government & Law					4.5	14
6. Identity in Society					4.5	None

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					6	10
2. Occupational S&K					1	58
3. Health					2	6
4. Community Resources					3	27
5. Government & Law					4.5	29
6. Identity in Society					4.5	13

County: Lancaster

H. PROFESSIONAL RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Professional Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	above average
2	definitely	definitely	above average	above average
3	might	might	average	average
4	definitely	definitely	above average	above average
5	might	might	below average	below average
6	might	might	average	average
7	might	might	above average	above average
8	might	might	below average	below average
9	might	might	average	average
10	might	might	below average	below average
11	no	no	lowest	lowest
12	might	might	below average	below average
13	might	might	average	below average
14	might	might	average	average
15	might	might	above average	above average
16	might	might	average	average
17	might	might	average	average
18	might	might	below average	below average
19	might	might	below average	below average
20	might	no	below average	below average

County: Lancaster

2. Professional Rating of Occpational Skills and Knowledge

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	above average	above average
2	might	definitely	average	average
3	might	definitely	average	average
4	definitely	might	average	average
5	might	might	average	average
6	definitely	definitely	above average	above average
7	might	definitely	average	average
8	might	might	average	average
9	might	might	average	average
10	might	might	average	average
11	definitely	definitely	above average	above average
12	definitely	definitely	above average	above average

County: Lancaster

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	above average
2	might	might	above average	above average
3	definitely	definitely	above average	above average
4	might	might	average	average
5	might	might	average	average
6	might	might	average	average
7	might	might	average	average
8	might	might	above average	above average
9	might	might	average	average
10	might	might	above average	above average
11	might	might	average	average
12	might	might	average	average
13	might	might	average	average
14	might	might	average	average
15	might	might	average	average
16	might	might	average	average

County: Lancaster

4. Professional Rating of Community Resources Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	average	average
2	definitely	definitely	above average	above average
3	definitely	definitely	highest	above average
4	definitely	might	above average	average
5	might	might	above average	above average
6	definitely	definitely	above average	above average
7	might	might	average	average
8	might	might	average	average
9	might	might	average	average
10	definitely	definitely	average	average
11	might	might	average	average
12	might	might	average	average
13	might	might	average	average
14	might	might	average	average
15	might	might	average	average

County: Lancaster

5. Professional Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	average	average
2	might	might	average	average
3	might	might	average	average
4	might	might	average	average
5	might	definitely	above average	above average
6	definitely	definitely	highest	highest
7	might	might	above average	above average

6. Professional Rating of Identity in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1	might	might	average	average
2	might	definitely	above average	above average
3	might	might	average	average
4	might	might	average	average
5	might	might	average	average
6	might	might	below average	below average
7	might	might	below average	below average
8	might	might	below average	below average

BERKS COUNTY

A. GENERAL DESCRIPTION

Millersville State College sponsors the Title I ESEA Migrant Children Program for Lancaster, Carbon, Lebanon, Leigh, Monroe, Northampton, and Berks County. See the Lancaster County section for the program description.

In addition to the summer program, tutoring is provided through Title I ESEA funds during the school year. Approximately 45 Hispanic students receive this service. A bilingual preschool program, "La Escuelita," at the YWCA in Reading is available to Hispanic children, ages 3 to 5. In home parenting sessions are provided on a monthly basis.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

Administrator of Grant: Dr. Robert J. Labriola
Director of Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

Project Director: Ms. Paula Errigo Stoup
Millersville State College
Millersville, Pennsylvania 17551

C. CONTRIBUTORS TO NEEDS ASSESSMENT INFORMATION

Sponsor: Ms. Jean Betty di Sabatino

County Surveyed: Berks

LIST OF CONTRIBUTORS

Mrs. Eileen Rios	Bilingual Teacher Berks Co. I.U. #14	Professional
Ms. Jean Betty di Sabatino	Program Specialist Title I ESEA Migrant Children Program Millersville State College	Professional
Mr. Santiago Torres, Jr.	Continental Can Company	Hispanic Community Worker
Ms. Santa Rios	Recruiter Title I ESEA Migrant Children Program	Professional
Dr. Francis R. Deitrich	Assistant Executive Director, Special Pupil Services, Berks Co. I.U. #14	Professional
Mrs. Mirta Martinez	Parent	Migrant
Mr. Jimmy Schlott	Mushroom Grower and Former Migrant	Grower

D. PROFILE OF MIGRANT ADULTS

Sponsor: Ms. Jean Betty di Sabatino, Program Specialist, Title I ESEA

County Served: Berks County

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1. Number of Adult Migrants?

itinerant 800

provisional 800 mushroom pickers

85 mushroom growers - 800 mushroom pickers (canneries not included)

---

2. Who are they?

% itinerant Puerto Ricans 70%, 30% Mexican Americans

% provisional Puerto Ricans 90%,*10% Mexican Americans

*Starting to settle in area

---

3. What is predominant language?

itinerants Spanish

provisional Spanish

---

4. Where employed?

itinerants Fruit and mushrooms and vegetables

provisional Mushrooms and canning

Empire Steel and Parish Steel and Foundaries
are now employing more Hispanic workers.
Most mushoom pickers live in city.
September to March, peek season mushrooms
September to November, most migrants are present

5. Average educational level and language level attained in?

itinerants?	3 and 4th grades, Spanish
provisional?	4 and 5th grades, Spanish

Average for entire County 10-11 grade.
Most Hispanic women's educational levels are lower.

---

6. Average reading level and language level attained in?

itinerants	Spanish	4th grade level
provisional	Spanish	

---

7. Time for education per week?

itinerant	One to two hours per week for males: Two to four hours per week for females.
provisional	

Workers in the mushroom industry have more time to spend on education in the summer, as the peak growing season is September to March.

---

8. Interest in Education?

itinerant -	generally not interested for themselves, but are for their children
provisional -	very interested, particularly in English.

---

9. Would adult migrant education programs be feasible in your area?

itinerants	Yes. The Reading Community College offers adult education for the Spanish speaking. They are planning some classes to be in Spanish, e.g., GED instruction in Spanish. See Programs and Resources Form for additional programs that are offered.
provisional	

---

10. What suggestions do you have for making programs work?

itinerants } Need more courses in the county. Should offer transportation and babysitting. Should offer instruction for different ability levels. Offer courses of high interest to the migrants, e.g. "Driver Education, Basic English, and Industrial Skills. Enlist the aid of community leaders in planning and offering programs.
provisional }

---

11. What place would be best for offering programs?

itinerant in the countryside, Mulenberg area or Temple area.

provisional - bring classes into the Spanish Community

E. PROGRAMS AND RESOURCES FOR MIGRANT ADULTS

Sponsor: Ms. Jean Betty di Sabatino, Title I ESEA Migrant Program.

County Surveyed: Berks

List resource, type of service, contact person, and number.

The Spanish Speaking Council of Reading and Berks County are compiling a book on community resources. Contact Ms. di Sabatino to find out how you can obtain a copy (717-872-5400, Ext. 379).

---

1. Educational:

Reading Community College offers Adult Education for Spanish speaking. They will offer GED instruction in Spanish if necessary. Bilingual classes are held at the Temple Center. Pa. Council of Farmworkers offers instruction in living skills. There are programs available in the city of Reading. There is a need for classes in the county. The Title I ESEA Migrant Children Program, Head Start, and the Title 20 Project offer in-home parenting education sessions.

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2. Recreational:

Baseball is a favorite sport.
The Title I ESEA Program for migrant children offers family events and outings.

3. Health:

Common Health Services Plan offers a complete program of preventative health care, dental, eye, prescription, counseling, and emergency services for welfare people. There are 4 centers: (1) Reading, 374-4921; (2) Birdsboro, 582-1561; (3) Mertztown, 682-2104, and (4) Strausstown, 488-7617. Part-time migrant health nurse is available in Department of Health Clinic. Also available is the Economic Opportunity Counsel Health Clinic on Walnut Street in Reading.

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4. Legal:

Legal Services of Berks County

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5. Financial Assistance:

Department of Public Assistance: welfare and food stamps.
Pa. Council of Churches, Migrant Ministry, Rev. Allen.

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6. Spiritual:

Among the Hispanics, migrants are generally either Catholic or Pentacostal. There is some division between these groups though they are starting to cooperate.

---

7. Cultural:

Title I ESEA Program for Migrant Children offers events for the family. A Spanish Council is being formed contact Ms. di Sabatino for information (717) 872-5400, Ext. 378. YWCA, Mrs. Maritza Lopez and Mrs. Peg Ludwig sponsor some cultural evenings for Hispanics.

---

8. Occupational/Vocational:

Pa. Council of Farmworkers, Judy Henry, YWCA in Reading
Department of Employment Security

---

9. Housing:

Legal Services of Berks County
Family Guidance Service
Department of Public Assistance

---

10. Transportation:

Economic Opportunity Council
Pa. Council of Farmworkers, Ms. Judy Henry, Reading, PA.
Kennedy House, Reading.

---

11. Language Assistance:

Kennedy House, Reading.
Title I ESEA personnel provides translation service for families on school related items.

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12. Other: Emergency Assistance

GRAIL (Reading) - emergency housing, clothing, food
Kennedy House (Reading/clothing)
Berks County Prison Association - assistance to jailed Hispanics
Women In Crisis (Reading) Rape emergencies

F. SUGGESTED EDUCATIONAL STRATEGIES

Sponsor: Ms. Jean Betty di Sabatino

County Surveyed: Berks

Suggestions:

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1. Educational programs should focus on the individual needs of migrant adults.
2. Driver's Training classes for migrants especially for migrants who live outside the city of Reading.
3. Classes for conversational English.
4. Any educational program for migrant adults - especially in the areas of health and family planning - should be designed in such a way that the cultural values of the participants are not questioned.
5. Include the Title I ESEA Migrant Children Project's Parent Advisory Council in program planning.
6. Adult Recreation (physical and mental).
7. Classes for conversational English; that is, classes which will teach the Spanish migrants what their life style will be in terms of their type of work and daily encounter.
8. Programs that are to be established should put emphasis on the migrants who live in the county, because there are many programs in the city.

County: Berks

G. RATING OF APL-BASED EDUCATIONAL GOALS

Participants rank-ordered the six educational goals to designate the subject areas most and least important to the life of migrants. A "1" was used for the most important; a "2" for the least. When migrants and professionals both rated the goals, three ratings are given: (1) combination, (2) migrant, and (3) professional. Also shown below are percentages which indicate the number of objectives, within each educational goal, which were selected as ones which should definitely be included in educational programs.

RATING FOR PROVISIONAL MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					4	35
2. Occupational S&K					2	58
3. Health					3	88
4. Community Resources					1	73
5. Government & Law					5	29
6. Identity in Society					6	13

RATING FOR ITINERANT MIGRANTS

	Combination Rating		Migrant Rating		Professional Rating	
Educational Goals:	Rank-order	%	Rank-order	%	Rank-order	%
1. Consumer Economics					4	25
2. Occupational S&K					2	58
3. Health					3	88
4. Community Resources					1	86
5. Government & Law					5	29
6. Identity in Society					6	13

County: Berks

H. PROFESSIONAL RATING OF APL-BASED EDUCATIONAL OBJECTIVES

1. Professional Rating of Consumer Economics Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	above average	average
2	definitely	definitely	above average	above average
3	might	might	average	below average
4	might	might	above average	average
5	might	might	average	average
6	definitely	definitely	above average	above average
7	might	might	above average	average
8	might	might	average	average
9	definitely	definitely	above average	above average
10	might	might	average	below average
11	might	might	below average	below average
12	might	might	above average	average
13	definitely	might	highest	average
14	definitely	definitely	highest	highest
15	might	might	above average	above average
16	might	might	average	average
17	definitely	might	above average	average
18	might	might	above average	average
19	definitely	definitely	above average	average
20	might	might	average	average

County: Berks

2. Professional Rating of Occupational Skills and Knowledge Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	definitely	definitely	highest	highest
3	definitely	might	above average	average
4	might	might	average	average
5	might	might	above average	average
6	definitely	definitely	highest	highest
7	might	might	above average	above average
8	might	might	above average	above average
9	definitely	definitely	above average	average
10	definitely	definitely	above average	above average
11	definitely	definitely	above average	above average
12	might	definitely	above average	above average

County: Berks

3. Professional Rating of Health Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	highest	highest
2	definitely	definitely	highest	highest
3	definitely	definitely	highest	highest
4	definitely	definitely	above average	above average
5	definitely	definitely	above average	above average
6	definitely	definitely	above average	above average
7	definitely	definitely	above average	average
8	definitely	definitely	above average	above average
9	definitely	definitely	above average	average
10	definitely	definitely	above average	above average
11	definitely	definitely	above average	average
12	definitely	definitely	above average	above average
13	might	might	above average	above average
14	definitely	definitely	average	average
15	might	might	below average	below average
16	definitely	definitely	average	average

County: Berks

4. Professional Rating of Community Resources Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objective:	Provisional Migrants?	Itinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	definitely	definitely	above average	above average
2	definitely	definitely	highest	highest
3	definitely	definitely	above average	above average
4	definitely	definitely	above average	above average
5	definitely	definitely	above average	above average
6	definitely	definitely	average	average
7	definitely	definitely	highest	above average
8	definitely	definitely	above average	above average
9	definitely	definitely	above average	above average
10	definitely	definitely	above average	above average
11	might	definitely	below average	below average
12	might	might	above average	above average
13	might	definitely	below average	above average
14	might	might	above average	above average
15	definitely	definitely	above average	above average

County: Berks

5. Professional Rating of Government and Law Objectives

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional Migrants?	Intinerant Migrants?	Provisional Migrants?	Itinerant Migrants?
1	might	might	below average	below average
2	might	might	average	average
3	might	might	average	average
4	definitely	definitely	average	below average
5	might	might	average	average
6	definitely	definitely	above average	above average
7	might	might	above average	average

6. Professional Rating of Identify in Society

	QUESTIONS ANSWERED			
	Would you include this objective in a curriculum for:		What is the importance of this objective for:	
Objectives:	Provisional	Intinerant	Provisional	Itinerant
1	might	might	average	average
2	might	might	average	average
3	might	might	average	average
4	might	might	average	average
5	might	might	below average	below average
6	might	might	below average	below average
7	definitely	definitely	average	average
8	might	might	below average	below average

BUCKS COUNTY

A. GENERAL DESCRIPTION

The Centennial School District sponsors the Title I ESEA Migrant Children Program for Bucks County. The program and its service area are described as follows (Inskip, 1976, pg. 30):

> The migrant population of the project is principally Spanish speaking/Puerto Rican. Many migrant workers have found year-round employment in local nurseries and greenhouses. Some cross over into New Jersey to work in tomatoes and other agricultural work. Locally they work in strawberries, beets, and other garden vegetables. The term "staygrants" has been applied to approximately 90% of the expected 220 children to be enrolled in the Centennial program because of their parent's ability to find employment in the Warminster and nearby New Jersey areas.
>
> The Puerto Rican Community in Bucks County has been growing steadily for a number of years with the fathers of many Puerto Rican families returning to Puerto Rico each winter to bring more members of the family to the area. Still the total percentage of Spanish pupils in Bucks County is rather small, at about one and one-half percent.

B. TITLE I ESEA MIGRANT CHILDREN EDUCATION PROGRAM STAFF

Administrator of Grant: Arnold Lindley
Title I Coordinator
Centennial School District
Warminster, Pennsylvania 18974

Project Director: John P. Brady
William Tennent Senior High School
Warminster, Pennsylvania 18974

C. CONTRIBUTORS TO NEEDS ASSESSMENT INFORMATION

Due to a prolonged teachers strike, we were unable to conduct a Needs Assessment Workshop in Bucks County. Mr. John P. Brady, Project Director, Title I ESEA Migrant Project, has expressed willingness to arrange a workshop. He should be contacted if you wish to gather data on this County (215-672-7100, Ext. 333).

SECTION IV

PEOPLE, ORGANIZATIONS, AND RESOURCE MATERIAL

SECTION IV

RESOURCES

In this section, the following information is provided:

A. A Description of APL-Related Materials
B. An APL Bibliography
C. A Migrant Bibliography
D. A List of Resources for Migrant Educators
E. A List of Adult Education Publications and Newsletters
F. Lists of People and Organizations Concerned With Migrants
G. A Funding Bibliography

The purpose of this section is to provide information which can be used by those interested in adult migrant education to initiate and operate programs.

A. APL-RELATED MATERIALS

INSTRUCTIONAL MATERIAL

1. PRODUCT:

The Life Skills Program developed by Dr. Winthrop Adkins of Teachers College, Columbia University, includes complete sets of instructional materials in Career Education and Employability Skills and a training workshop for instructors. For further information contact:

DISSEMINATOR:

Dr. Winthrop Adkins
Teachers College
Columbia University
Division of Health Services, Science and Education
525 West 120th Street
New York, New York 10027
Phone: (212) 678-3181

or

The Psychological Corporation
757 Third Avenue
New York, N.Y. 10017

2. PRODUCT:

Career Decision-Making Guide was developed to help adults make realistic career decisions based on their personal value systems. The guide contains a career decision-making chart, counseling techniques, annotated bibliography on occupational materials and a list of tests. 57 pages.

DISSEMINATOR

Dr. James Mason
Adult Learning Center
2627 Hall Avenue, N.W.
Huntsville, Alabama 35805
Phone: (205) 536-5328 or 534-7639

POTENTIAL USERS:

Designed for use by Adult Basic Education teachers.

AVAILABILITY:

A limited number of copies are available free. Other copies are available at cost (approximately $2.00 per copy, depending on demand).

3. PRODUCT:

Occupationally Related Instructional Packets are materials developed to meet occupational information needs of municipal government, health service, construction and manufacturing employees. General occupational areas are also covered. Subject areas include measurement equipment, safety and forms, charts, graphs and labels related to specific jobs. Developed by the Bureau of Adult and Continuing Education, packets also include techniques needed to develop additional teaching materials which relate to jobs in the user's own community.

DISSEMINATORS:

Mrs. LaVerne Knotts
Louisiana Department of Education
P.O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804
Phone: (504) 389-5806

or

Mr. Robert Arceneaux
Vocational School
P.O. Box 2158
Lafayette, Louisiana 70501
Phone: (318) 232-3849

POTENTIAL USERS:

ABE teachers can use the packets to relate education programs to academic skills of employed participants. Supervisors can use them to assist in the development of programs in cooperation with local business and industry.

AVAILABILITY:

Packets will be available at no charge in early December, 1975.

4. PRODUCT:

Project ERA/COPE Learning Activity Packages are learning modules developed around APL objectives from all Knowledge Areas. Each of the packages includes a listing of general and specific objectives, a teaching strategy, materials identification and evaluation indicators. Stories, dialogues, vocabulary and computational exercises (if applicable), comprehension and grammatical exercises, games or puzzles make up the instructional component of the packages. Packages average 20-30 pages each.

DISSEMINATOR:

Dr. Mary Mulvey
Providence Adult Education
Providence School Department
396 Smith Street
Providence, Rhode Island 02908

POTENTIAL USERS:

Designed for use by Adult Basic Education and ESL teachers.

AVAILABILITY:

Packages are available for $.50 per copy (stapled) and $1.00 per copy (bound). Orders of 60 packages or more are $.40 per copy (stapled) and $.80 per copy (bound). See attached listings and order form.

LEARNING ACTIVITY PACKAGES: APPROXIMATE LEVELS

ESL 1 (BEGINNER)

The Adult Learning Center
Banking Your Money
Clothing: Identifying Articles
Coughs and Colds
Dentist
Drugstore
Electrical Appliances
Fire Department
Foods and Household Items
Kitchen Know-How
Money, Money
Parts of the Body
Police Department, Your
Rooms and Furniture
Safety in the Home
Signs of the Times
Tools
Weather

ESL 2(INTERMEDIATE)

Airport
Buying Used Furniture
Carpentry
Finding a Job
First Aid
Fixing Your Car
Go By Bus
Holidays
Housing
Immunization
Keeping Clothes Clean
Outside an Apartment
Painting
Post Office
Restaurants
Saving Energy in Your Home
Saving Gasoline
Small Claims Court
Social Security
Telephone
Understanding Your Paycheck
Your Yearly Checkup

ESL 3 (ADVANCED)

A Balanced Meal
Buying a Car
Buying by Mail
Car Insurance
Comparative Shopping
Electronics
Entertainment
Food Stamps
Getting around Your City
Getting Your Citizenship
Getting Your Driver's License
Health Insurance
Heart Attack
How to Use the Library
How to Vote
It's Sew Easy
Personal Hygiene
Providence Health Centers
Public School System
Reading Your Newspaper
Simple Plumbing Repairs
Smoking
Understanding Your Utility Bills
Unions
Your 1040A Form

ABE/HSE (some also listed under ESL)

Banking Your Money
Food Stamps
Getting Your Driver's License
Health Security Program.
Heart Attack
How to Use the Dictionary
How to Use the Library
Planning Your Career
Providence Health Centers
Public School Department
Reading Your Newspaper
Recreation Areas
Saving Energy in Your Home
Saving Gasoline
Smoking
Understanding Your Paycheck
Understanding Your Utility Bills
Unions
Writing a Will

NOTE: All materials may be easily adopted to the levels of ESL or ABE students involved.

Source: Adult Performance Level Related Educational Products, Developed by Section 309. Special Projects. Washington, D.C.: Division of Adult Education, Bureau of Occupational and Adult Education, U.S. Office of Education, October, 1975.

5. Careers For Bilinguals, Volume I. Zelda V. Oppenheimer, Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690, 1975.

The first in a series of multicultural programs designed to foster a career orientation meaningful to the student's everyday life. Careers for Bilinguals can be used to develop English language and to encourage positive ideas about bilingualism and biculturalism. It is a five-to-ten month English language program or supplemental text. Each of seven units portrays a particular area of work: law enforcement, health, real estate, etc. Units consist of dialogues, exercises, and oral discussion supplemented with wall charts, a cassette tape, and evaluation methods. The program focuses primarily on Hispanic Americans with Spanish-named individuals appearing in all the dialogue. Ms. Oppenheimer has been careful to include regional and cultural variety in her work; settings move from New Mexico to Chicago to Peru. The Teacher's Manual features a unique and informative "Question and Answer Forum" in which the author responds to inquiries about the program; the section offers down-to-earth suggestions for the classroom teacher....

Source: Cartel, No. 39, March, 1976, pp. 2 & 3. Annotated Bibliography of Bilingual Bicultural Materials is published monthly by the Dissemination and Assessment Center for Bilingual Ecuation, Austin, Texas.

6. Adult Competency Instructional Guide Based on Adult Performance Level Studies Department of Vocational and Adult Education, Auburn University, Auburn, AL 36830, 2 Volumes. $10.00.

Source: AdvancE, Stayer Research and Learning Center, Millersville, Pennsylvania 17551, 717-872-5411, Ext. 552.

7. PROJECT ABLE AND ABLEST BOOKS

Pennsylvania's APL Curriculum Development Projects

PROJECT DIRECTOR: Mrs. Sherry Royce, Director of Adult Education
Lancaster-Lebanon Intermediate Unit 13
1110 Enterprise Road, East Petersburg, PA 17520
Telephone: (717) 569-7331

a. ABLEST BOOKS (Adult Basic Literacy Education Skills Texts)

ABLEST Books are currently being developed by curriculum specialists in Pennsylvania's I.U. 13 adult education program as one of two 309 projects in the APL area funded by Pennsylvania for 1976-77.

These books will cover five competency areas: Communications; Occupational Knowledge; Health and Safety; Consumer Economics; and Community Services and Law. They will be picture books with basic vocabulary plus survival words written for adults reading below fourth grade level.

The five student texts will be black and white; 40 pages from cover to cover; an 8" x 8" page size, and a format similar to The Real People At Work series, published in 1974 by Educational Research Council of America.

A teacher's manual will accompnay the series with specific lesson plans suggesting different uses for each lesson with English Your Second Language and Basic Education (retarded) adults as well as with the illiterate. The student texts and manual will be field-tested by I.U. 13's ABE staff who worked for three years with the University of Texas field-testing APL materials. The series will be available at a minimal charge by January 1, 1977.

b. PROJECT ABLE (Adult Basic Literacy Education - for Indochinese Adults)
Mr. Philip Jackson, Curriculum & Guidance Coordinator, I.U. 13.

PROJECT ABLE represents Pennsylvania's effort to deal effectively with adult Indochinese refugees (current population count - 4000). The project calls for a model APL-oriented ESL program to be established in Lancaster and Lebanon counties.

The model program will develop, field-test and publish a manual on ESL and Americanization curriculum for Indochinese adults. The program will develop and put into practice a vocational pre-training assessment and guidance program for Indochinese refugees. The program will publish a bilingual edition of ABLEST Books (Vietnamese and English).

Dissemination of the model program to all school districts and intermediate units of Pennsylvania having 20 or more resident Indochinese adults is scheduled for mid-September, 1976. The bilingual ABLEST Books will be published by January, 1977.

Source: AdvancE, Stayer Research and Learning Center, Millersville, Pennsylvania, 17551, 717-872-5411, Ext. 552.

8. APL-BASED EDUCATIONAL TELEVISION SERIES
"JUST AROUND THE CORNER"

a. What is it?
"Just Around the Corner" is an all-new, practical and innovative kind of educational program utilizing the conceptual approach for teaching under-educated adults and for incorporating television into the instructional process. It is based on the University of Texas Adult Performance Level (APL) Project.

b. Who is creating it?
"Just Around the Corner" is a joint project of the Mississippi State Department of Education and the Mississippi Authority for Educational Television.

c. Who is designing it?
"Just Around the Corner" is being designed by people who will use it--adult education teachers and their supervisors/directors/administrators, with university professors and the Southern Regional Education Board serving as consultants.

d. Who does it teach?
It is primarily aimed at under-educated adults who function at or below the fourth grade level and provides benefits for adults at all levels.

e. What does it teach?
"Just Around the Corner" has as its purpose the learning of increased academic skills through developing improvement in coping skills. It is anticipated that the immediate benefits obtained by learners will aid in recruiting and retaining students.

f. How does it teach?
"Just Around the Corner" consists of three component areas: the video component, the related materials component and the utilization component.

The Viedeo Component is designed to spark motivation in learners through visual presentation of real-life situations and problem-solving techniques.

The Related Materials Component contains a video guide for using each program to develop sustained learner interest in achieving competencies. Sequenced activities with reproducible materials also are provided. At the teacher's discretion, learners may plug-in and exit at any point. The system is designed to be completely compatible with all state APL-centered programs. While the video guide suggests ways of using everyday events for teaching improved literacy skills, it is flexible enough for teachers to utilize their own creativity. This approach takes into account the warm person-to-person relationship that needs to be established in order to effectively teach literacy skills.

The Utilization Component is designed to provide staff development for effective utilization in the classroom, promotional methods with the general public and recruitment procedures.

g. What is in it for me?
"Just Around the Corner" is an educational program that is adaptable to various geographical areas and to people of differing socio-cultural-economic backgrounds. Much spade work has been done, but more ground still needs to be moved. We welcome your comments and suggestions in solving one of the biggest problems in education today -- the under-educated adult.

h. Why the pitch?
Mississippi ETV is seeking $1.5 million in order to:

1. develop and produce 75 additional programs covering the remaining APL objectives and tasks
2. develop related materials for these programs
3. develop a comprehensive utilization plan.

Source: Mississippi Authority for Educational Television, P.O. Drawer 1101, Jackson, Mississippi 39205.

JUST AROUND THE CORNER
Produced by
Mississippi Authority for Educational Television
(Cambridge Book Company)

Available Video Tapes

#1. BUDGETING
Record Keeping
Averaging & Long Range Planning
Need For/How To
Weekly vs. Interim Expenses
Cash vs. time payments

#2. HOUSING NEEDS
Decision-Making
Distinguishing Needs from luxury items
Applications
Rent vs. Buying

#3. MOVING IN
Obtaining utilities
Reading Leases
Rights and Responsibilities
Computing Moving Costs

#4. SALES & INCOME TAX
Percentage
Record Keeping
Reading tax forms
Local Resource
Dependents
Exemptions

#5. CATALOG ORDERING
Using Index
Reading descriptions
Measurements charts
Reading directions
Order Blank
Where to Buy

#6. SELLING TECHNIQUES
Reading sales contracts
Recognizing fraud
Writing letters
Legal rights
Better Business Bureau
Advertising claims

#7. INSURANCE
Reading policies
Applications
Insurance Costs
Types
Benefits
Vocabulary

#8. BUYING APPLIANCES
Reading consumer guides & ads
Warranty
Maintenance and repair

#9. BANKING SERVICES
Record Keeping
Balancing
Interest Rates
Writing checks
Savings and checking accounts

#10. CAR MAINTENANCE
Reading repair manuals
Getting estimates
Warranties
Cause/effect
Repair shop's obligations

#11. CAR BUYING
Finance charges
Reading ads
Financing
Car shopping
Insurance
Vocabulary

#12. COMPARISON SHOPPING
Reading labels
Reading ads
Calculation: costs, unit price, percentage, savings
Vocabulary

#13. LOANS AND CREDIT
Applications
Credit charges
Interest
Contract
Credit Union
Truth-in-lending

#14. CHANGES IN BUDGET
Problem Solving
Resources

15. FINANCE AT BANK
Hosiptal
Social Security
Plan Budget

9. APL-RELATED RESOURCES

a. The University of Texas has developed a fifteen minute Slide/Tape Program telling the story of the Adult Performance Level (APL) survey and presenting information on local and State implementations of the APL research and products. The program consists of 140 slides, a cassette tape with both audible and inaudible "bleeps" and a script booklet. Program cost is $50.00. Contact Ms. Hickock, Division of Extension, University of Texas, 103 Extension Building, Austin, Texas 78712.

NOTE: This is the presentation we used in the beginning of the Needs Assessment Workshops to provide a common basis of understanding on the APL Project.

b. The University of Texas has also completed its revision of the ABC's in APL resource book. This is an annotated bibliography which updates the one published in December, 1974. Approximately 230 pages in length, this edition is enclosed in a loose-leaf binder to facilitate further updating. The publication cost is $5.00 per copy. Contact Ms. Hickock, Division of Extension, University of Texas, 103 Extension Building, Austin, Texas 78712.

NOTE: This is an excellent source which lists for each of the APL Objectives, commercially-produced material on all academic levels and in ESL.

c. The APL Final Report, a comprehensive record of the University of Texas project. Publication cost is $5.00. Contact: Division of Extension, University of Texas, 103 Extension Building, Austin, Texas 78712.

d. The Division of Adult Education has published an APL-Related Educational Products Booklet describing products developed by special projects funded under Section 309 which may prove especially useful to programs that are being developed around APL objectives. The projects identified have developed materials that are readily available, that may be utilized or adapted without requiring special training, and that are free or of minimal cost to adult education programs. For information contact, Field Operations and Services Branch, Division of Adult Education, U.S. Office of Education, 7th and D Streets, S.W., Room 5076, Washington, D.C. 20202.

e. The Research and Innovation Catalog describing current APL-related projects funded through State adult education programs is now available. Twenty State and local implementations are abstracted in this first edition. The catalog is to be updated as information on new projects is received. Information may be received from the Division of Adult Education, Field Operations and Services Branch, U.S. Office of Education, 7th and D Streets, S.W., Room 5076, Washington, D.C. 20202.

Source: Competency-Based Adult Education Report. Division of Adult Education U.S. Office of Education, Department of Health, Education, and Welfare, July 1976.

10. RESEARCH COMPLETED ON APL COMPETENCIES

The Center for Resource Development in Adult Education (CRDAE) at the University of Missouri-Kansas City, in cooperation with the University of Texas APL Project, has completed a project for the identification of competencies that are critical to ABE teachers using APL instructional approaches. Purposes of the research were to identify and rank those competencies that APL teachers think are important and to determine if ABE teacher competencies from APL teachers.

For example, initial findings indicate that, in a broad sense, APL teachers seem to attach greater importance to community resources and orientation and to problem-solving. They show strong concern for functional curricula and are more concerned for an active role for the adult student in the planning/learning process. Also, both APL and ABE teachers hold effective communication with students as the top priority.

As a result of this study, APL deficiencies can be established and used to assist in planning and conducting teacher training programs at various levels. A report of the research results is now available. Copies are being distributed to State and regional offices and selected universities. A limited number of copies will be made available to other interested persons. For further information contact:

Dr. Don Mocker
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in Adult Education
School of Education
University of Missouri
Kansas City, Missouri 64110

Source: Competency-Based Adult Education Report. Division of Adult Education U.S. Office of Education, Department of Health, Education, and Welfare, July 1976.

11. APL-BASED TESTS

a. Act Announces APL Examination Program

A newly developed national examination program that represents a new concept in adult basic education has been announced by the American College Testing Program (ACT). The Adult Performance Level (APL) Examination Program is being introduced by ACT on a nationwide basis and will be available for use in a variety of educational settings this spring.

The American College Testing Program, a not-for-profit public trust, is organized to provide information that students, educators, and administrators need to make rational and productive plans and decisions. ACT offers a wide variety of large-scale services for major users, including federal and State governments, as well as specially tailored services for a single school, small system, or professional association.

An agreement reached earlier this year with the U.S. Office of Education and the University of Texas made it possible for ACT to achieve final development and make exclusive nationwide distribution of the new APL Examination Program. Resulting directly from the Adult Performance Level study, the APL Examination Program is designed for diagnosis and evaluation of those competencies necessary for adult living.

The initial form of the APL examination, available in both an Adult Edition and a High School Edition, provides a general overall assessment of an individual's ability to perform important basic adult functions. ACT has indicated that a major use of the new program will be in the assessment of educational needs at the classroom level. A subsequent second stage of the program's development will make a series of five more specialized subtests available to provide a more precise assessment within each of the five APL knowledge areas.

Being both versatile and specialized, use of the new examination is not limited to adults or to continuing education programs. In fact, initial interest for extensive use of the APL Examination Program has come from individual high schools, school districts, and State departments of education. An experimental version of the APL examination has been administered to a national sample of 5,000 adults in adult basic education courses and also to a national sample of 5,000 high school juniors and seniors. The APL examination will be available for purchase in late July. For further information contact:

Tom Mann
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

Source: Competency-Based Adult Education Report. Division of Adult Education, U.S. Office of Education Department of Health, Education, and Welfare. July 1976.

b. Tests of Functional Adult Literacy

Nafziger, Dean H.; Thompson, R.B.; Hiscox, M.D.; and Owen, T.R. Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments. Portland, Oregon: Northwest Regional Educational Laboratory, 1975. $4.50

Reviews and evaluates tests of adult functional literacy. Northwest Regional Educational Labatory, 710 S. W. Second Avenue, Portland, or 97204 Microfiche ED 109 265 available from AdvancE, Stayer R & L Center., Millersville State College, Millersville, PA 17551, at no charge.

Source: AdvancE.

B. APL BIBLIOGRAPHY

APL BIBLIOGRAPHY

Documents may be obtained from address listed.

Adult Performance Level Project. The ABC's in APL: An Annotated Bibliography of Materials Related to the Adult Performance Level General Knowledge Areas. Autsin, Texas: University of Texas, 1975. $5.00

Organizes materials according to specified objectives and readability levels with additional sections for ESL and teacher resources.

Ms. Debbie Hickok, Division of Extension, 103 Extension, University of Texas at Austin, Austin, TX 78712

Adult Performance Level Project. Adult Functional Competency: A Summary. Austin, Texas: The University of Texas, 1975.

Summarizes growth and development of APL Project. $2.00

Ms. Debbie Hickok, Division of Extension, 103 Extension, University of Texas at Austin, Austin, TX 78712

Microfiche, ED 114 609 available from AdvancE, Stayer R & L Ctr., Millersville State College, Millersville, PA 17551, at no charge.

Adult Performance Level Project. The Adult Performance Level External High School Diploma Program Pilot Project. Austin, Texas: The University of Texas, 1975.

This document describes the competency-based external high school diploma program developed for adults in Texas, accredited by the Texas Education Agency on pilot basis. $2.00

Ms. Debbie Hickok, Division of Extension, 103 Extension, University of Texas at Austin, Austin, TX 78712

Adult Performance Level Project. The Adult Performance Level Scope and Sequence Charts. Austin, Texas: The University of Texas, 1976.

Presents scope and sequence of curriculum currently being developed for the teaching of each of the 65 APL objectives. $5.00

Ms. Debbie Hickok, Division of Extension, 103 Extension, University of Texas at Austin, TX 78712

Division of Adult Basic Education. Adult Competency Instructional Guide Based on Adult Performance Level Studies. Auburn, Alabama: Auburn University. 2 vols. 1975. $20.00

Five instructional modules in the following APL knowledge areas: Consumer Economics, Health, Government and Law, Community Resources, and Occupational Information. Keys suggested instructional materials to tasks.

Department of VED, Division of Adult Education, Auburn Univ. 203 Petrie Hall, Auburn, AL 2 vol. $20.00

Microfiche ED 109 354, 109 355, 109 357, 109 358, available from Advance, Stayer R & L Ctr., Millersville State College, Millersville, PA 17551, at no charge.

Source: AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, PA 17551.

C. MIGRANT BIBLIOGRAPHY

Migrant Bibliography

Conley, H.K. An Annotated Bibliography of Dissertations on American Indian, Mexican American, Migrant and Rural Education. 1973. ED 080 251, EDRS, $2.06.

Cross, L. The Garden State Family-Living Experiment In Migrant Education. Glassboro, New Jersey: Adult Education Resource Center, Glassboro State College, May, 1969.

Dolbeare, C.N. (Director). Pennsylvania Farm Labor Plan. Report submitted to the Interdepartmental Council on Seasonal Farmworkers and the Pennsylvania Department of Community Affairs, pursuant to contract M.E. #74-541 of June 25, 1975 by the Pennsylvania Farm Labor Project, National Community Relations Division, American Friends Service Committee, February, 1976.

ERIC/CRESS. Migrant Education, A Selected Bibliography - Supplement No. 5, 1975. ED 101 909, NELP $5.00

ERIC/CRESS. Migrant Education, A Selected Bibliography - Supplement No. 6, 1976. ED 118 292, NELP $6.00

Guerrero, A. and Mestas, L.J. Migrant Programs in the Northeastern States. Austin, Texas: National Migrant Information Clearinghouse, Juarez-Lincoln Center, 1974.

Inskip, G.B. ESEA Title I Migrant Education Report, Fiscal Year, 1976. Harrisburg, Pennsylvania: Pennsylvania Department of Education, Bureau of Special and Compensatory Education, Division of Compensatory Programs, 1976.

*Lynch, R., and Smith, M. Guidebook: In-Camp Education for Migrant Farmworkers New York: Geneseo Migrant Center, 1976. ED 122 977, EDRS, $6.01

*NOTE: A new edition of the guidebook is available from:

The Geneseo Migrant Center
Halcomb Learning Center
State University College of Arts and Science
Geneseo, N.Y. 14454

We recommend the use of this guide as a model for the In-Camp Educational Programs in Pennsylvania.

Pierce, J.M. "The Condition of Farmworkers and Small Farmworkers in 1975. A Report to the National Board of the National Sharecroppers Fund and Rural Advancement Fund. ED 125 809

Polanco, R.C. CRESS-CROSS: Annual Newsletter Las Cruces, New Mexico: ERIC/CRESS, New Mexico State University, January, 1977.

Reed, M., and Tuffner, B. *MSRTS: Migrant Student Record Transfer System*. Harrisburg, Pennsylvania: Pennsylvania Department of Education, Bureau of Special and Compensatory Education, Title I Migratory Education Program, 1977.

Roberts, J.A. *A Study of the Feasibility of Using the Existing Migrant Student to Promote Continuity of Learning for Adult Migratory Farmworkers*. ED 111 568.

Williams, G.N. "The Mushroom Pickers," *Philadelphia Magazine*, September 1976, pp. 122-206

____________. *Puerto Ricans in the Continental United States: An Uncertain Future*. A Report by the U.S. Commission on Civil Rights, October 1976, Washington, D.C., 20425.

D. RESOURCES FOR MIGRANT EDUCATORS

RESOURCES FOR MIGRANT EDUCATORS

The Migrant Educator is the B.A. Lewis Associates, Inc. monthly news publication for migrant educators. The Migrant Administrators' Management Guide (ED 129 525) is now available for $6.95. This guide provides the basis for a coordinated effort of self-analysis at all managerial levels and for a systematic approach to the management of the management of the Migrant Education Program. Contact: Ernesto Guerra, Editor, 7801 Old Branch Avenue, Suite 207, Clinton, Maryland 20735.

MSRTS Newsletter is the monthly publication of the Migrant Student Record Transfer System: Department of Education, Arch Ford Education Building, Little Rock, Arkansas 72201.

National Organization for Migrant Children is a new public advocacy group concerned with the welfare and education of migrant children. The non-membership organization studies innovative programs and assists community groups to improve migrant education. Contact: Cassandra Stockburger, Executive Director, 310 East 42nd Street, New York, New York 10017.

Special Migrant Project/NEA serves and organizes NEA members involved with migrant education at the state level and monitors migrant programs at the local level. Contact: Roy Puentes, 1201 16th Street, N.W., Room 412, Washington, DC 20036.

National Child Labor Committee is a private, non-profit national advocacy agency for migrant children in migrant education. NEW GENERATION is their quarterly newsletter and PROMISES TO KEEP, their most recent report on the status of migrant children, is available for $2.00: Jeffry Newman, 145 East 32nd Street, New York, New York 10016.

New York Center for Migrant Studies maintains an extensive library on migrant education and disseminates information nationally. The center conducts in-service training workshops for educators upon request. Contact: Gloria Mattera, Director, State University of New York, Geneseo, New York 14454.

National Farmworkers Ministry is a movement within the churches to be present with and support farmworkers as they organize to overcome their powerlessness and achieve equality, freedom, and justice. Contact: Chris Hartwire, 1430 W. Olympic Boulevard, Los Angles, California 90015.

Division of Education for the Disadvantaged is directly involved with migrant education through its Migrant Branch. Contact: Vidal Rivera, Jr., Office of Education, Washington, DC 20202.

Interstate Migrant Program develops methods whereby interstate cooperation can provide educational and other services to migrant workers and their families. Contact: Vicente Cerrano, Director, Education Commission of the States, Suite 300, 1860 Lincoln Tower, Denver, Colorado 80295.

National Rural Center is disseminating free copies of the Directory of Rural Organizations: 1200 18th Street, N.W., Suite 610, Washington, DC 20036.

Eric Clearinghouse on Rural Education and Small Schools, Box 3AP, New Mexico State University, Las Cruces, NM 88003, (505) 646-2623. ERIC/CRESS is responsible for information on organization, administration, curriculum, instruction, innovative programs, and other aspects of American Indian education in small schools, Mexican American education, migrant education, outdoor education, and rural education.

Source: ERIC/CRESS Migrant Education News, Spring 1977. ERIC Clearinghouse on Rural Education and Small Schools. New Mexico State University, Las Cruces, New Mexico.

E. ADULT EDUCATION PUBLICATIONS AND NEWSLETTERS

1. NATIONAL ADULT EDUCATION PUBLICATIONS

NEWSLETTERS

PLUSE of Public and Continuing Education - Published Oct. - May
Administrators SWAP SHOP - Published 6 times per year.

TECHNIQUES for Teachers of Adults
Published by the National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
Available with membership in NAPCAE.

Adult and Continuing Education TODAY
Published bi-weekly by Today Publications & News Service, Inc., National Press Building, Washington, D.C. 20045.
$36.00 per year.

AEC NEWSLETTER
Published monthly by Department of Adult Continuing Education, Montclair State College, 848 Valley Road, Upper Montclair, NJ 07043.
$9.00 per year.

DATELINE
Published ten times annually by Adult Education Association/USA, 810 18th Street, N.W., Washington, D.C. 20006.
Available with membership in AEA.

ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS
Published monthly by the Dissemination and Assessment Center for Bilingual Education, Austin, Texas.

PERIODICALS

ADULT LEADERSHIP
Published monthly September through June by the Adult Education Association of the United States of America, 810 Eighteenth Street, N.W., Washington, DC 20006.

ADULT EDUCATION
Published quarterly by the Adult Education Association of the United States of America, 810 Eighteenth Street, N.W., Washington, DC 20006.
Adult Education and Adult Leadership available with membership in AEA.

ANNUAL PUBLICATION

The public Continuing & Adult Education ALAMANAC
Yearbook of the National Association for Public Continuing & Adult Education, 1201 Sixteenth Street, N.W., Washington, DC 20036.
Available with membership in NAPCAE.

Source: AdvancE, Stayer Research and Learning Center, Millersville, PA 17551
(717) 872-5411, Ext. 552.

2. PENNSYLVANIA NEWSLETTERS

NOTES on adult education

Published monthly by AdvancE, Stayer Research and Learning Center,
Millersville State College, Millersville, PA 17551
Available at no cost upon request.

PIVOT

Published bi-monthly by the Reader Development program. The Free
Library of Philadelphia, 236 N. 23rd Street, Philadelphia, PA 19103
Available at no cost upon request.

THE WORD

Published by the Pennsylvania Association for Public Continuing and
Adult Education, Box 3796, Harrisburg, PA 17105
Available with membership in PAPCAE.

P.A.A.E.

Pennsylvania Association of Adult Education, Davis Hall B-30,
Indiana University of Pennsylvania, Indiana, PA 15701
Membership available to Adult Educators.

Source: AdvancE, Stayer Research and Learning Center, Millersville, Pennsylvania 17551, (717) 872-5411, Ext. 552.

F. PEOPLE AND ORGANIZATIONS CONCERNED WITH MIGRANTS

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Manuel Recio, Puerto Rico & Pennsylvania Liaison
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Michael Reed, Coordinator MSRTS - 717/872-5411
Jean B. DiSabatino, Program Specialist
717/872-5411

Department of Environmental Resources: 717/787-2450

Department of Public Welfare: 717/787-1870

Department of Revenue: 717/787-8251

Pennsylvania Catholic Conference: 717/238-9613

Pennsylvania Council of Churches: 717/545-4761

Housing Needs: National Council on Agricultural Life and Labor Research
Fund, Inc., Ms. Jeanine Kleimo, Executive Director,
302-678-8522

Pennsylvania State Police: 717/787-2541

Pennsylvania Council of Farmworkers: Valerie Weiner, Executive Director
215/433-4151

Health and Medical Services for Seasonal Agricultural Workers:
Maria Matalon: 717/787-5982

Source: Inskip, G.B. ESEA TITLE I MIGRANT EDUCATION REPORT, FISCAL YEAR, 1976. Harrisburg, Pennsylvania. Pennsylvania Department of Education, Division of Compensatory Programs, 1976.

2. PENNSYLVANIA MIGRANT MINISTRY

PENNSYLVANIA COUNCIL OF CHURCHES

CHAPLAINS SERVING THE MIGRANT MINISTRY

ADAMS COUNTY
Domingo, Lebron, Harrisburg; member, Stevens Memorial United Methodist Church
Edgar Scott, Chambersburg; minister, Church of God in Christ

BERKS COUNTY
Juan Ortiz, Reading; Pentecostal minister
Clarence Glover, Philadelphia; Pentecostal minister

CHESTER COUNTY
Theodis Clark, Coatesville; Baptist minister; junior high school teacher

CUMBERLAND COUNTY
Wesley W. Bowden, Harrisburg; minister, African Methodist Episcopal Church

ERIE COUNTY
R.A. Watson, Erie; Associate Executive Director, Inter-Church Ministries of N.W. Pa.

FOUR COUNTY
Mrs. George S. Beaver, Catawissa; Coordinator; layperson, Roman Catholic

FRANKLIN COUNTY
Hermogenes Diaz, Chambersburg; layperson, United Methodist Chruch
John Rice, Chambersburg; minister, African Methodist Episcopal Zion Church

LANCASTER COUNTY
To be announced.

LEHIGH COUNTY
Pedro Corboda, Bethlehem; layperson, Pentecostal Church

LYCOMING COUNTY
James O. Terrell, Williamsport; layperson and member, Shiloh Baptist Church

NORTHAMPTON AND MONROE COUNTIES
Pedro Cordoba, Bethlehem; layperson, Pentecostal Church

POTTER COUNTY
To be announced

TRI-COUNTY (Lackawanna, Luzerne and Wyoming)
Ben Merchant

TRI-VALLEY (Dauphin, Northumberland, and Schuylkill)
Edward Rudy, Gratz; minister, United Pentecostal Church

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3) Casa de la Nueva Vida (West Chester)
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717-646-4600

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215-691-5960

Pan American Cultural Assoc. (Allentown)
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6) Latin Am. Com. Ass. for Spa. Action (Lebanon)
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